National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

OVEMBER, 1943

943

15 CENTS

This Issue Contains

SHARING THE FAMILY TASKS Gertrude Laws

REUNION AT
THANKSGIVING
Robert P.
Tristram Coffin

FREEDOM AND DISCIPLINE
IN THE EARLY YEARS
Ethel Kawin

LESSON FROM
PEARL HARBOR
Dorothy W. Bazuch

CAN ANY GOOD COME

Lyle W. Ashby

THE LEAST OF THESE Bonaro W. Overstreet

CHILDREN'S BOOKS
FOR CHRISTMAS
May Lamberton Becker



Objects of the NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



NATIONAL PARENT-TEACHER, INCORPORATED

600 South Michigan Blvd., Chicago 5, Illinois

OFFICERS

MRS. JAMES FITTS HILL	President
MRS. WILLIAM A. HASTINGS	Vice-President
MRS. ALBERT L. GARDNER	Treasurer
MRS. M. D. WILKINSON	Secretary

DIRECTORS

Mrs. James Fitts Hill
Mrs. Albert L. Gardner
Mrs. Wm. A. Hastings
Mrs. John E. Hayes
Mrs. J. W. Faust
Mrs. L. W. Hughes
Mrs. Warren L. Mabrey
Mrs. Leslie Mathews
Dr. Joseph Miller

*

NATIONAL PARENT-TEACHER

The Official Magazine of the National Congress of Parents and Teachers

EDITOR

EVA H. GRANT

ASSOCIATE EDITORS

HOWARD V. FUNK MINNETTA A. HASTINGS ANNA H. HAYES RALPH OJEMANN ALICE SOWERS

EDITORIAL OFFICE

600 South Michigan Blvd., Chicago 5, Illinois The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago 5, Illinois

MARY A. FERRE, Promotion Secretary ELEANOR TWISS, Business Secretary

RATES

\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada
1.50 a year—Foreign
Notice of charge of address weet hereign

Notice of change of address must be given one month in advance and must show both old and new addresses.

*

The National Parent-Teacher is listed in the Education Index.

*

Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright, 1943 by National Parent-Teacher, Incorporated

National Parent-Teacher

(Title Registered U. S. Patent Office)

Vol. XXXVIII

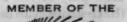
No. 3

PAGE

CONTENTS

November, 1943

The President's Message: "A Piece of Mother's Pie"	3
ARTICLES	
Can Any Good Come Out of the Peace?. Lyle W. Ashby	4
Sharing the Family Tasks	8
Reunion at Thanksgiving Robert P. Tristram Coffin	11
Deafness—A Hazard and a Challenge Harriet Montague	14
Freedom and Discipline in the Early Years Ethel Kawin	17
War Comes to Liberty Hill— III. The Least of TheseBonaro W. Overstreet	21
Lesson from Pearl Harbor Dorothy W. Baruch	24
Instead of Meat	28
FEATURES	
NPT Quiz Program	13
Notes from the Newsfront	16
See Here, Private CitizenRolf T. Harbo	20
Books in Review— Children's Books for Christmas	
May Lamberton Becker	
Our Main Line of EffortElizabeth B. Hill	
P.T.A. Frontiers	34
The Family's Stake in Freedom (Outline) Ralph H. Ojemann	36
Basic Training for the Toddler (Outline) Ethel Kawin	37
Motion Picture PreviewsRuth B. Hedges	38
Contributors	40
Cover Picture	rts
Frontispiece	
la lunios unimplemba a el la volg elada	







Because of the P.T.A. this school, like thousands of others all over America, is a better school today than it used to be. The healthy, joyous youngsters who attend it don't mind dropping their play at the summoning sound of the bell, for they know that learning can be an exciting adventure when parents and teachers know each other and plan together for the children's welfare.

The President's Message

"A Piece of Mother's Pie"

RECENTLY I read an account of some particularly hard fighting in the South Pacific, where the Marines had been having to face almost insuperable difficulties and hardships. An officer asked one young chap who had distinguished himself by his courage and hard-fighting qualities why he was fighting so vigorously. The surprising reply was "For a piece of Mother's pie—apple, mince, or blueberry preferred."

In that simple, homely answer we sense the meaning of "home" to our men scattered all over the world—many who will never return. We feel their loneliness and longing for the simple things that after all are the important things to us as individuals. We know that boy was thinking of Thanksgiving and all the other holidays families celebrate together; of the traditions and customs dear to the heart of each of us; of his parents and brothers and sisters; of the fragrance of the kitchen on baking day; and of his mother, the center of family life. He was thinking, too, of "pie" as characteristic of American life; he was remembering and idealizing, and longing to be part of his family and his community once again. Home has never meant so much to the young men of the nation as it does today; they want to return to establish American homes, or to live again in those already established but temporarily broken by war.

What are we, at home, doing to protect and preserve our homes? There are forces loose today in our social life that undermine and tear down what we have. The widespread neglect of children; the exploitation of youth; the teacher shortage in our schools; the tendency of young people to leave school before completion of their education; the influences that cause delinquency—all these things may have a direct, disastrous, and permanent effect upon the quality of family life in America. Unless we attack every one of these problems with determination and resolution equal to the determination and resolution of the soldier who was fighting "for a piece of Mother's pie," we shall have but a sorry reception to offer him and others like him when they return to us with their dearly bought military victory.

As parents and teachers, we can choose the course we wish to take. Ours is the responsibility in any case. Shall we stand by and allow subversive and undemocratic forces to undermine the home life of America? Or shall we fight with all our strength to preserve it, that all our boys may come safe home to "a piece of Mother's pie?"



Mennetta a. Hastings!

President, National Congress of Parents and Teachers

Can Any Good

COME OUT OF THE PEACE?

NOME day the tidings of peace will come. A staggering weight will be lifted from the hearts of men and women everywhere. Once again they will step out into the sunshine of a world at peace. No one knows when. Perhaps sooner than we dare to hope. Perhaps farther away than we dare to contemplate. In any case, the initiative is now on our side; faint traces of the dawn of final victory can be seen.

Still, we cannot ignore the peace until it comes. It is just as necessary to prepare for peace as for war. And we all have a responsibility. We cannot leave this task of the peace to the columnists or the commentators or the United States

Congress or the State Department or the President of the United States.

We do not have a blueprint for the peace. We shall have to find our way. No nation can do the job alone. But one thing most of the people of the United Nations are agreed upon. We are not fighting this global war only to find the next peace merely an intermission.

When Peace Comes

WHEN PEACE is achieved the carnage of war will be over. Many, not all, of our boys can come home again. Most of the inconveniences

that accompany war will be elimi-

Tremendous technical advances developed in the effort will be applied to the affairs of men in a peaceful world. Radar, aviation, penicillin, television, plastics, and many other developments will revolutionize our lives. Pent-up consumer demands will be released to insure widespread employment and a few years of material prosperity.

N

th

fai

pe

mı

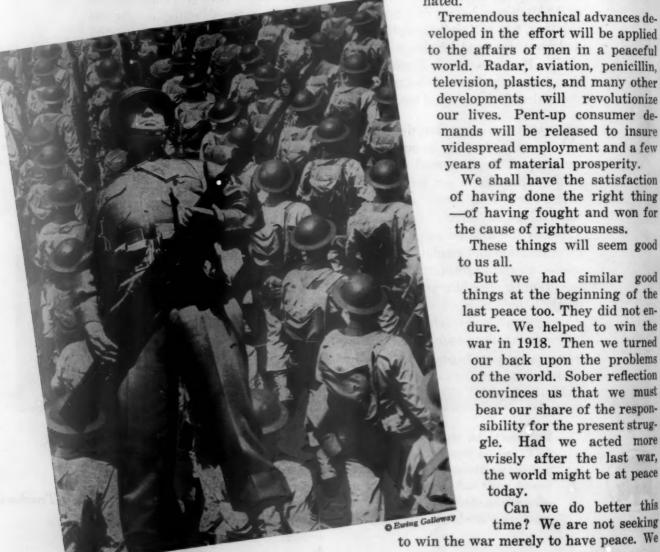
cal

We shall have the satisfaction of having done the right thing of having fought and won for the cause of righteousness.

These things will seem good to us all.

But we had similar good things at the beginning of the last peace too. They did not endure. We helped to win the war in 1918. Then we turned our back upon the problems of the world. Sober reflection convinces us that we must bear our share of the responsibility for the present strug-Had we acted more wisely after the last war, the world might be at peace

Can we do better this time? We are not seeking



LYLE W. ASHBY

could have gone on for a time in a state of physical peace, but that peace would have been purchased at the price of moral degradation—the abandonment of our fellow nations in an hour of peril—and ultimate slavery for ourselves. When Woodrow Wilson said that some things are more precious than peace, he spoke an eternal truth.

No Easy Way

WAR IS destructive. Peace must be constructive. It is simple to kill. It is hard to

n-

ed

on

ust

on-

119-

ore

ar,

ace

this

ing

We

1943

be constructive. There is travail in bringing to life. Every mother knows this. Every builder of an institution or an organization knows it. Every true statesman knows it. It is harder to build up than to tear down.

War is ugly and vicious. Sherman said "War is hell," and no one has improved this definition. Nevertheless, we could and would—if necessary—go through this hell again and again rather than lose our freedom.

But have we not arrived at a stage in the affairs of mankind where we can hold to the ideals of freedom and at the same time help to maintain peace throughout the world? The two are not mutually exclusive. It is not a case of eating our cake and having it too.

To be sure, we cannot win the peace with ease, any more than we are winning the war with ease. We shall have to build peace and security the

JUST a year ago, in November 1942, the National Parent-Teacher published an article by this author entitled "Can Any Good Come Out of the War?" Now, with the dawn of victory faintly visible on the world horizon, it is surely in order to examine the other side of the question and determine what this victory and this peace will mean to us. Are we to emerge from this conflict with a new con-

ception of freedom and world brotherhood, or can we look forward only to an unarmed intermission followed again by war?



hard way. There isn't any other way. We shall never accomplish the job by dressing up in olive branches and raising doves.

In a sense that is what we did after World War I. We organized peace societies and clubs galore. We might better have spent the same energy in starting "world organization" clubs, developing a foreign policy that was clear cut, and keeping our defenses strong. In the 1920's we all tried to get rich. In the 1930's we hid our heads in the sands of the depression. We fiddled while Rome burned from Manchuria to Ethiopia.

There are three questions about the peace that come to all of us: What will happen to the world? How will our country be affected? What will it mean to each of us individually?

Any one who thinks at all about the kind of world in which we live knows now—even if he was not convinced before Pearl Harbor—that what happens in other countries of the world concerns us. Had we and other nations been organized to stop Japan in her first aggression in 1931, it is altogether probable that the American boys who have made the supreme sacrifice would be living today. It is equally true that what happens in one section of our nation is of concern to other sections. Understanding of this simple fact of interdependence is the pivotal point upon which all our decisions and actions must turn.

The peace that follows this war cannot be a signal to us to let down our efforts to safeguard world democracy and freedom. It will give us another chance to build world security, without which there can be no national security. Just that. Nothing more.

And when we Americans go to work on this job we need to do more than look through our social telescopes at Moscow, London, Shanghai, Berlin, or Washington. We also need to look through our social microscopes at our own homes, our towns and cities, our racial minorities, our vested interests, and many other things.

First comes the all-important problem of morale. It is obvious that our postwar problems will be exceedingly difficult both on the home front and in the exhausted and defeated nations across the sea. The tendency will be toward a general letdown, everyone looking out for himself and the devil take the hindmost. This temptation will affect nations as well as individuals.

Morale is the vital factor in winning the war. It will be no less vital in winning the peace. In wartime we give everybody something important to do. Youth—the lost generation of the depression-is our most precious resource in time of war. We provide jobs for everyone in wartime, because, as the popular song writer put it, we have a "mighty mission" to perform. Will our mission in the peace be any less mighty?

William James proposed a good many years ago that men need what he termed the "moral equivalent" of war. Through the ages war has given men great and dramatic causes to fight for. We shall have these in the peace to come if we only have the sense to see them—the challenge to develop a functioning world organization; the challenge to make modern economy work in our democracy so as to provide plenty for all.

To meet these challenges we shall have to act boldly; we must stretch our minds farther than ever before. We must provide a useful place for everyone-especially our youth. We must manage the release back to civilian life of our eight or ten millions of service men. We dare not again come to the pass where millions are unemployed and hungry in the midst of plenty. And we need not, if we will put into the peace effort our wartime energy, daring, brains, unselfishness, and willingness to invest money.

In his recent book U. S. Foreign Policy, Walter Lippmann points out that from the war of 1812 to the war with Spain in 1898 we had a workable national foreign policy, one on which the American people agreed. Never since then has the nation been united on this question. Now we desperately need a united policy. There is much evidence that we are on the way to one that recognizes our relationship to other peoples.

This is the great issue before us. As free and sovereign citizens, we are all policy makers for our country. We have been writing, talking, and speaking about the decision we want. We must proceed now to formulate a program of action.

All Must Be Prepared

TO ACCOMPLISH this, we must develop the great-Lest possible understanding of the issues involved. We must keep the freedom of press and radio, and we must demand of their management a new and broadened conception of social responsibility. Above all, we must provide adequate educational opportunity for every child in the United States of America.

Here in this free land we pride ourselves upon our universal public school system. Yet this system is utterly inadequate in many sections of our coun. try. We still spend five times as much on education per child in a wealthy state as in a poor state.



I s t

p

g

fe

VE

ha

go

re

not

tor

for

abi

the

see

per

mus

live

can

follo

secu

tant

pha

star

chas

sirec

ple |

sugg

Worl

NATIO

P

M

We still spend far more to educate the city child than we do to educate the country child. We still spend the most money for education in those areas where there are the fewest children. The Selective Service has had to turn down almost 1,000,000 men of draft age solely because they had only a fourth-grade education or less. These men came from that far larger group of 13.5 per cent of our total adult population which, according to the 1940 census, is in the same predicament—functionally illiterate. These people are scattered throughout the nation, but there are enough of them to replace the entire population of fourteen of our Western states.

When will we learn that human resources are this nation's greatest asset? When will we give every child a full educational opportunity?

Education for the peace, however, will not be an internal consideration only. International collaboration in education will be needed in the postwar world, along with economic and police cooperation. The Educational Policies Commission recently issued a pamphlet entitled Education and the People's Peace, which might well be the subject of discussion by every parent-teacher association and study group in America.

This report proposes that there be established an international agency for education, which would provide for the exchange of scholars and materials. It should, says the Commission, "be solemnly charged with the duty of studying textbooks, syllabuses, and teaching materials, in order to determine whether their effect would be aggressive, militaristic, or otherwise dangerous."

Refusal of any nation to cooperate would be promptly publicized and a notice filed with the government of the nation concerned. If this did not have the needed effect, the case would be referred to whatever general international organization had been developed. Imagine what profound results an effective international system of this kind might have brought about if it had been developed after the last war! The whole of the German program in the beginning was based on a militaristic education.

But detection and publicity alone would not have stopped the Nazi program. If any permanent good is to come from the peace, we must learn to recognize the fact that freedom and security still require force.

Civilization might be defined as the attempt to go as far as possible in the management of affairs through orderly processes of law. But we must not confuse the effort to minimize force as a factor in civilized life with the actual abolition of force. We still have some people who refuse to abide by the law. The only way we can deal with them is by force. We still have some nations that seek to steal and plunder. If they or their leaders persist in acting like international thugs they must be treated accordingly.

Most of the nations of the world would like to live in peace. The general pattern by which they can do so is pretty much the same pattern that is followed in every community—namely, collective security through organized protection. It is important to keep in mind that enlightened policing emphasizes the prevention of trouble.

Peace and security will never come through starry-eyed idealism alone. They cannot be purchased for a song. But is the one more to be desired than the other? Would the American people hold up their hands in holy horror at the suggestion of a bond drive to help finance a secure world structure?

We draft our men and our money to win the war. Why not draft them to win the peace? Many of our best thinkers may need to give up their regular duties from time to time to serve in Washington or elsewhere in the world. Why not? They are doing it to win the war. Can they not do it also to win the peace?

The World Does Move

This is simply the next step forward in the march of civilization. Government by force and dictation was the rule in primitive times, but gradually people groped their way to an understanding of the meaning and value of the individual human life. Eventually they united themselves into groups to insure freedom and security. The union of our own thirteen jealous, struggling, fighting colonies is a classic example of the combination of seemingly impossibly diverse units into a stronger whole.

The peace that follows this war will provide an opportunity for world-wide neighborliness. Every nation in the world will be time-close to every other. The ease with which the "Churche-velts" have met from time to time to consult about the war indicates how affairs may be dealt with tomorrow.

The whole issue of whether any good will come from the peace hinges upon how much we and other nations want to win the peace. Let us not be turned aside one step from the straight pathway to the accomplishment of that end. Let us not be deterred by warnings that we shall lose our sovereignty. Are we sovereign when we are forced into an unwanted war every twenty-five years?

Let us not be misled by the gloomy prophecy that we shall be expected to serve the world through an international WPA cafeteria. Does anyone who thinks at all sincerely believe that international cooperation for peace will cost us more than war?

Let us not be deceived either by those who say "Let us wait and see what some other country is going to do. Then we will decide. . . ." There lies the surest route to losing the peace.

We have a chance when the war is over of going on to the next great victory. If we lose that, what will the victory at arms have profited us? Let us show our Allies that we will not desert the convoy of human freedom when the last torpedo of war has been fired. Thus we shall serve notice to any gangster nation that there will be united resistance against its aggression—so crushing a resistance that crime will no longer pay.

This is the way to get some good out of the peace. There is no other way.

ill

88

ve

00

7 2

me

ur

the

nc-

red

of

een

are

give

1943



Sharing the

GERTRUDE LAWS

be

li

al

ed

of

its va

the

edi

chi

cat

the

SDO

tion

som

shar

And

men

ship

proc

This

fami

Fail

the

prod

whic

layed

from

too e

ing a

many

bed r

NATIO

In

designed for education. It gives affection and encouragement to each of its members according to the need. It is the essential basis of a feeling of importance and of belonging.

Indeed, the benefits inherent in family life at its best are so great and so precious that one wonders they can be accepted without a compelling need to express appreciation for them. Sharing in the daily routines and the occasional tasks of family life with the same enjoyment that attends the sharing of the benefits is perhaps the most effective way to express appreciation, and only a brute accepts benefits without appreciation.

Routines Necessary to Family Life

Let us illustrate the sharing of family responsibility by glancing for a moment at the family's food problem. Food must be produced, prepared, and served. The production of food, whether from the soil or from the market, is dependent upon certain tasks that must be faithfully performed.

The boy and girl who have been brought up on a farm know the daily chores that must be done regularly. They well know that while technological developments have made many of the tasks of food production easier and more effective, human beings have to do the planning and operate the machines. They also know that certain seasonal tasks and routines are necessary to the production of different kinds of food.

On the other hand, the boys and girls in towns and cities are becoming familiar with ration

who shares the benefits of a situation shall also share its responsibilities. All social organizations exist because they yield either real or imagined benefits. No one of them could continue to exist without routine tasks that must be faithfully performed. Without such faithful performance any organization becomes ineffective; it begins to fall apart as an organization, whether it is a family, a church, a school, a club, or a government. One of the major difficulties with all social organizations is that such a large number of the members want to share the benefits without sharing the more or less dull routines.

NOOD sportsmanship demands that anyone

Benefits of Family Life

The family at its best provides benefits to each of its members more freely and more effectively than does any other group. It provides food appropriate to the needs of each of its members—a complex and difficult provision in some cases. It provides care for the health and safety of each of its members, giving comforting care in illness or accident and happy appreciation of optimum growth both of mind and body. It affords protection against the shocks and threats of life. It furnishes shelter and clothing. It supplies opportunity for education long before other agencies come into the picture, and it supports the agencies

AT what age should a child begin to "share the family tasks"—and just what is a child's share of those tasks? Can we expect children, especially young children, to take on actual responsibilities as members of the family? This article, the third in the study course "The Family's Stake in Freedom," deals with these questions from the modern, affirmative, and broadly democratic point of view.

Family Tasks

books; depleted stocks on the shelves of stores; long lines of people seeking to spend both ration points and money in a way that will meet the nutritional needs of the family; and the drastic reduction of delivery and other services. They are learning, by means of the rationing program, what sharing actually means.

Rationing as a process is not new to families. It is new only as applied to communities and nations. It is quite possible that rationing in one form or another may become a permanent part of our national life, an established means of bringing about world economic and social equilibrium. It will become then an even greater educational opportunity for every member of the family, an opportunity to correct its defects and make the best use of its values. Mere resentment against the inconvenience of rationing or irritation with the defects of the system is a form of mis-

education that is widespread. Both adults and children are having a new experience in the application of family economics to the community and the nation.

Elementary lessons about sharing in governmental and economic life, then, can be learned in families; through sharing in the tasks and responsibilities of the smaller social unit, the functioning of the larger unit is explained. Some of our first learnings in this direction are faulty; some are inadequate; all may be improved by full sharing among all the members of the family. And so it is with the family food problem. Each member must become aware of the inter-relationships among all those who are concerned with the production, distribution, and consumption of food. This holds good whether the family is a farm family, a small town family, or a city family. Failure to share the task of thinking, as well as the more observable tasks connected with food production and distribution, is one of the ways in which the restoration of real peace may be delayed. The task of thinking must be distinguished from mere expression of ignorant opinion—the too easy and attractive thing to do.

In addition to the chores connected with supplying and preparing food for a family, there are many other daily tasks, such as dish washing, bed making, dusting, care of helpless members of



the family, answering the telephone and the doorbell, and maintaining mutual patience, encouragement, and sympathy. There are other tasks that may not be done daily but must be done regularly, such as scrubbing; window washing; care of lawns and gardens; disposal of rubbish; mending and pressing of clothes; laundry; and discharge of social obligations. As the war goes on, more and more of these tasks will have to be done at home, and it is becoming increasingly difficult to get household help.

All Needed Work Is Worthy

A THIS point the question of attitude enters in. Many readers of this magazine can recall the conditions in the early 1930's that threw many men out of work because there was no market for the abilities they had counted upon to support their families. Some of these men committed suicide. Others took over the details of caring for their homes and children while their wives got work outside of their homes to earn enough money to meet necessary expenses. Many such men suffered acutely from injuries to their pride.

In a discussion of this problem in a group of fathers and mothers, the statement was made that both boys and girls should learn early in life that any work that really needs to be done can be done

1943

by anybody without loss of dignity. Upon this, one man became excited and said with great vehemence that it would destroy the manhood of our country to teach boys that they can do domestic tasks without loss of dignity. Someone retorted that if domestic tasks are as degrading as all that it is high time to give women a break and let it all be done by men, in sheer defense of human welfare.

Real Freedom and Family Tasks

Sober thought makes the fact clear that real freedom transcends rules, regulations, and demands imposed by other people. A task done freely by an individual who really wants to be fair, sportsmanlike, and self-respecting is an experience quite different from the same task done grudgingly, resentfully, and with the resolve that as soon as the external compulsion is removed that task will never be done again.

There are many parents who themselves have never come to terms with the daily tasks and routines of family life—that is, to such terms as will give them any feeling of freedom in relationship to those tasks. The slovenly attitudes of parents are communicated to their children, and as a consequence some families never have a feeling of freedom unless they can hire some person outside the family to be responsible for routine tasks. As a matter of fact, the only individual who is really free is the one who can perform these tasks skilfully and happily. It sometimes seems that the reasons for resistance to domestic routine lie more in poor, clumsy, inadequate performance than in the tasks themselves; or possibly in the fact that one or two members of the family share the work, with the result that they themselves are overworked and the other members of the family undergo the degrading experience of accepting benefits without sharing obligations.

Almost as soon as a normal child can walk and talk he wants to "help." There is no distinction between a boy's work and a girl's work. There is no feeling of sex difference, but there is always a genuine desire to share in activities that are important.

The early offers to share are rejected by parents because of the awkwardness of the child or the feeling of urgency on the part of the parent. The very young child who wants to help sweep, or set the table, or wash dishes, or do laundry really does interfere with swift achievement of the task in hand; he may also spill things that have to be cleaned up. Thus the earliest desire to share in family tasks is all too often met with the reply "You are too little," rather than with hospitality,

appreciation, and intelligent guidance. The youngster then develops his own interests and occupations apart from the tasks and routines of family life. These interests and occupations are important to him, yet parents feel free to interrupt them and call for performance of tasks in which the child has neither skill nor interest.

The age at which a child can begin to share the family tasks depends upon his own intelligence and stage of maturity. Most children, however, can share with profit in one or two activities, however clumsily, at an earlier age than is usually recognized by parents.

Growth Needs More or Less Constant

WAR, SOCIAL and political changes, and economic disturbances do not change the growth needs of human beings—they merely modify the experiences that meet those needs. The way in which those experiences are interpreted by adults will determine whether they are injurious or beneficial to family life.

Even children who are taken from their beds in the early morning to go to a nursery school and are taken home by their parents at the end of the day can learn to feel that they "help" their parents—that they share in the family's tasks by eating properly, sleeping properly, growing strong. They can learn at the nursery school how to take care of their own clothes and toys, how to get things they want to use, and how to put them away after use. They can learn to serve at the table and to cooperate with others when they are being served.

He

hig

al

the

It

wh

and

cou

too

way

It c

thir

room

last

of s

at a

it. I

Ship

and

But

And

Pete

nigh

one 1

The

sun

out i

NATIO

Un

No

So

I

In families in which there are young children who do not go to a school or a nursery the learning to share in early life is just as important. Adults and older children cannot indulge themselves by doing everything for a young child without injury to the child's own development. Parents who enjoy martyrdom and express it by doing all of the tasks of family life deprive their children of an important source of character development.

The tasks to be done by each member of the family can be determined by the use of methods indicated in the *National Parent-Teacher* article on "The Family Council." Among factors that should be considered are the size of the family, the size of the house and garden, the health of the family, the age and competence of each member, the kind of work that earns the family income, and the social status of the family. Each member needs a variety of experience, and this can be provided by rotation of tasks.

¹⁰sborne, Ernest G.: "The Family Council," National Parent-Teacher, September 1943.

ROBERT P. TRISTRAM COFFIN

Reunion **Thanksgiving**



of

of

ds

cle

at

lly,

ach

his

1943

ETER put his leg through the fork in the bough and lowered himself down. It was the highest he could go in this young oak tree.

There was always just thing nine-year-old Peter did when he was sad.

He climbed trees. And the sadder he got, the higher he climbed. He had three trees at home a pine, an oak, a maple. He knew every bough on them. They fitted him. This was not a tree of his. It didn't fit him. It humped up into a knot just where it shouldn't. It was a hard tree to sit on and be sad. But Peter did his best.

The oak leaves were pretty well gone. Peter could see a long way. He could see the house.

It wasn't his house. It was red bricks and much too big, and the front door didn't open the right way. It didn't open out where the sun came up. It opened out where the sun went down. Everything was wrong about the house. It had too many rooms. And there wasn't a single boy in it.

He could see the window he had looked out of last night, when he was in bed, and seen all sorts of stars that shouldn't be in his bedroom window at all. His window at home had the Star-Ship in it. Uncle Andrew had told him about the Star-Ship. Uncle Andrew had been a sea captain once and sailed his schooner by that bunch of stars.

Some people called that lot of stars the Chair. But it wasn't a chair at all. It was a ship, as Uncle Andrew said. It was over here somewhere, but Peter did not know what window it was in at night.

Now it was Thanksgiving Day. And it wasn't one bit like Thanksgiving Day. It hadn't snowed. The grass was still pretty green under trees. The sun was out, and it was warm. Uncle John was out in his garden in his shirt-sleeves.

Uncle John wasn't the least bit like Uncle An-



COMETIMES a short way off is a long, long way from home-especially if a boy is only nine and his small, lop-eared dog is at the other end of the journey! But miracles do happen when love points the way. In this Thanksgiving story of a little boy and his dog the reader will recapture some of the subtle magic of childhood-its hopes, its dreams, and its unclouded joy in fulfillment.

drew. He didn't bulge out in his clothes. He had a moustache, but it was all full of snow. He didn't have any lap when he sat down. He didn't know about boys. He didn't know about schooners. He didn't make a boy feel easy.

Peter's farm was a long ways off. He could just make out the Norway pines on it, the last thing on the sky.

Over there, on the blue edge of the sky, two bays away, his brother Tom was listening now to Uncle Andrew, and Uncle Andrew was whittling out Tom a ship while he talked, smoothing down the hull with sandpaper. Brother Richard was sitting on the sawhorse, where he always sat when he was delighted, and was listening to Uncle Andrew. Brother William would be somewhere around, too, though he was too young to know much about boats. But he loved the curly shavings. They were all there in the woodshed. And the smell of the big turkey Mother was basting in the kitchen oven was coming out all around them.

They were all over there, and Peter was here in this strange tree, with humps on it where humps shouldn't be. Peter was very sad.

It couldn't be helped, though. It was Peter's turn. Every year his father loaned one of his boys to his brother John, over Thanksgiving, because his brother John didn't have any boys of his own.

Peter's father had brought him over in the

dory. And Peter had bulged out with a pocketful of his brightest glass-alleys that he just couldn't leave behind. But there was something about the light over here, the marbles didn't shine as they did over home. Peter had tried them out on his bedroom floor before he dressed this morning.

HE MISSED his father even more than he missed Uncle Andrew. For his father always looked at him every little while, and his eyes twinkled dark blue when he did. Peter always knew what his father was thinking. He didn't say much to Peter. He didn't have to. Peter knew his father was thinking something good about him. And it made Peter think good and feel good and act good, too, all the rest of the day. Now he couldn't tell if his father was thinking about him at all.

And Peter missed his mother just as hard. Thanksgiving without his mother in the middle of it wasn't right. She was in the middle of everything good that happened at home. Aunt Emily would have tarts for dinner, for they were in the family. But they wouldn't be like his mother's tarts one bit.

But it was Jumpy that Peter missed most of all. Richard had promised to give him his bones, and to take him to bed with him. But Jumpy would miss Peter awfully hard just the same. Jumpy wasn't a very big dog. And little dogs got terribly lonesome when boys who owned them were away.

Peter had ached to bring the dog. But Father had put his foot down.

"Now your Uncle John is a nervous man. It's his dyspepsia. And he doesn't want a dog barking about. You leave Jumpy home."

Jumpy was away off there, where the trees looked so blue on the sky. His eyes were big and lonesome, and he wasn't listening to Uncle Andrew. He had his left ear up. He was listening for Peter's feet to come along the path.

"John! Peter! Dinner's ready!" Aunt Emily was at the front door that opened wrong.

The boy in the tree unwound his legs from the bough, wrapped himself around the oak's trunk, and slid to the ground. He walked toward the big, wrong house. He hadn't left his sadness in the tree. His sadness went with him to the house.

Aunt Emily must have noticed how quiet Peter was at the table. She filled the whole dining-room with loud talk. She talked all the time Uncle John was carving the turkey. She talked while she was dishing out the turnips and the cranberry sauce. Uncle John talked a good deal, too.

Peter ate as much as he could. But every mouthful got harder and harder to swallow.

"Leave a little niche for the pumpkin pie, Peter!" Uncle John sang out. And he looked down his long nose over his glasses in Peter's direction. Suddenly Peter knew he wouldn't have any room at all for the pumpkin pie.

Nine-year-old boys were grown-up boys. They never cried. But they could feel tears in back somewhere. Tears got in the way of their swallowing white meat and stuffing.

It must be a stray tear that made that bright yellow spot on the brown meadow Peter was looking at through the window. The spot rolled along down the field just as though it were alive. It was coming closer. And it was coming fast. Peter blinked his eyes to get rid of it. But the strange tear was still there and growing bigger.

A terrific bump came on the door. The door burst open. A yellow bolt of light came in, beeline at Peter. The boy stood up with his mouth full of white meat. And the yellow bolt of light hit him. Peter went down on all fours. And there was no boy left, but only arms and legs rolling like a windmill across the rug. "Jumpy!"

Through five miles of spruce woods and ledges, over two wide bays, the desperate little dog had come. He was cut and scratched. He was wet as sop. His tongue was hanging out. But he was wound around his master now. His tongue was on Peter's face, and his brown eyes were filled with heaven.

ta

of

th

all

sti

by

be

wi

len

sel

cul

beg

to

inf

and

Beg

par

hea

dau

act

to a

bro

anc

inst

as,

sis (

one

even

NATI

A

I

"Hello, Jumpy. Glad to see you! Glad you came over! Here!—Jump for it!" A huge tart was balanced on Uncle John's hand. Jumpy untangled himself from Peter and sat up. The tart dropped, and Jumpy sailed up and met it halfway.

And a great light came into the house. It flooded in on Peter and his dog. It flooded in on Aunt Emily and Uncle John, and it changed them. Uncle John's nose shortened, and his body seemed to have bulges in it—all over it! And his moustache caught on fire and was golden. The windows in the house were wonderful windows, after all.

It was the one Peter would remember best all through his life. The pumpkin pie wasn't any trouble at all. With one arm around his dog's neck, he ate two pieces of pumpkin pie big enough to floor a man. His own big father, who bulged, couldn't have done any better.

And that night Peter found out that Uncle John did have a lap, and a good one. He sat on it and heard a story about Indians that made him sit up and take notice. The story went on into his dreams, under the window that did not have the Ship of Stars. In Peter's dreams his arm never once unwound itself from the neck of the small yellow dog that had brought Thanksgiving to him when he couldn't be in it, over a big stretch of ocean, straight as an arrow. A golden arrow he would remember all his life.



NPT Quiz

THIS quis program comes to you through the facilities of the National Parent-Teacher, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine's editors.

PROGRAM

QH. Armstrong Roberts

→My fourteen-year-old daughter has developed rapidly, both physically and emotionally, in the past year. She seems restless and unsatisfied, and I am sure she is worrying about some personal problem connected with this maturing. She does not confide in me. Ought I to open the subject myself?

If your daughter seems really troubled, it would probably be a good thing to bring the question out into the open. She may be waiting for you to take the initiative; children in early adolescence often find it extremely hard to say anything about their more intimate wonderings and worryings.

The ideal cure for this, of course, is not cure at all but prevention. Early and wholesome sex instruction from the source most confidently trusted by the young child—his own parents—is always best. If a child has reached the age of fourteen without ever having discussed sex and its problems with his parents, the task of getting rid of self-consciousness on both sides is far more difficult and delicate than it would have been in the beginning.

Nevertheless it must be done. You cannot afford to risk having your daughter turn elsewhere for information, lest she turn in the wrong direction and be supplied with false or distorted concepts. Begin carefully but casually. If you make it apparent that the subject embarrasses you, little headway can be made.

nd

all

ny

ck,

ed,

icle

n it

him

his

the

ever

mall

him

n of

v he

1943

It often proves effective to assume that your daughter already knows a good deal more than she actually does. If you speak to her as one woman to another, she will probably respond. The ice once broken, you can proceed with much greater assurance to supply the information she lacks.

A good way to supply an opportunity for this instruction is to express some casual opinion, such as, "I do wish some writers would put less emphasis on sex. It is important, of course, but it's only one phase of life, after all." If your daughter asks even so timid and tentative a question as "How

do you mean, Mother?" you're launched. If she looks interested but says nothing, add an explanatory remark or two. This should result in her making some comment.

If at your first remark she involuntarily looks interested and then quickly erases all interest from her facial expression, watch out—the chances are that someone has been giving her the wrong kind of information. You will need both tact and patience to win her confidence.

→My fifteen-year-old son has always been fairly casual about his school work, but this year he suddenly woke up and began to take great interest in it. But, just because he has never taken it seriously before, he has no confidence in himself; he will answer a question well—or even quite brilliantly!—and at the same time show by his manner that he isn't sure of himself. What can I do?

Just sympathize with your son's pleasure whenever he betrays it, and, if you can, lead him a little farther along the same line of thought that has pleased him. Help him if he really needs help, but encourage him to go as far as he can without it. As he repeats the experience of successful handling of one problem or task after another, he will easily gain all the confidence he needs.

It is a delightful experience to watch a youngster discover his mind. There is really nothing to worry you in this situation unless the boy tends to be underconfident in other situations. Probably he is a normally light-hearted, capable youngster, well liked by his agefellows, perhaps even a leader among them. If so, there's no need to be troubled because he hasn't quite hit his intellectual stride.

Most boys and girls of high school age have a tendency to disclaim any particular ability in scholastic matters. The desire to be like "the rest of the crowd" is strong; it leads many a student to do less than his best or, if he does his best, to try to conceal the fact. Once discovered, however, the thrill of intellectual adventuring will sooner or later prevail.



A class of deaf children at the Detroit Day School receiving instruction from Miss Sophia Alcorn. This is a language lesson, and the children are all reading Miss Alcorn's lips.



Thanksgiving tableau staged at the Clarke Shool for the Deaf, Northampton, Mass.

vi

be

or

pl so

gii

cal

lig

an

thi

"C

wh

poi

the

tota

ear

rece

amo

faci

and

witl

hear

wat

gua

scho

he i

find

in g

-80

of t

thro

child

spea

NATIO

01

A

Deafness—A Hazard and a Challenge

HARRIEI MONIAGUE

HEN my baby girl, Jean, was eighteen months old," wrote a father from Alabama in 1925, "we learned that she was deaf. I knew nothing about deaf children. I did not dream that my baby could be taught by any means but the sign language. . . I began to visit schools, and learned that deaf children could be taught to speak. I learned too that my baby's education should begin immediately. She was too young to be accepted at our state institution for the deaf, and I could not afford to send her to a private school. I had to feel my way, step by step."

Now let us skip some years and let Jean her-

self take up the story.

"When I first started to the day class for the deaf in our city," she wrote, "I was so young that my father carried me back and forth. Being at the school every day, he watched every new operation the teacher used. Every word I learned had first to be demonstrated to me by means of some object or picture or action. We had a chart at home just like the teacher's, and if the teacher had placed the picture of a boy on her chart that day, that night Father would use a boy and a girl. Our language lessons were very active. I am sure I made him 'hop,' 'skip,' and 'jump' enough to cover hundreds of miles. I can see now how he utilized every opportunity to teach me something."

After several years Jean was sent to public school with normally hearing children, and she entered high school at thirteen. At no time was she able to hear anything said to her in class; but she had become an expert lip reader, and her speech had become fluent and intelligible. Her father had succeeded in training the remnant of hearing she possessed until she was able to recognize many words spoken clearly close to her ear. This had made her speech and voice more nearly normal. She was popular in high school and college and stood high in class work. Today she has an excellent position as laboratory technician.

What all this means in terms of faith, energy, enthusiasm, and unremitting attention on the father's part can be understood only by one who knows it from experience. Jean's case is far from being unique; many other deaf young men and women have done as well.

An untaught deaf child is just a little wild animal. He does not know his own name; he does not know that anything has a name. He cannot speak one word; he cannot understand anything that is said to him. Unless his parents find out about his hearing loss, they may think him feeble-minded.

In ninety-nine cases out of a hundred he is not. He is simply a normal child who cannot hear; if he has the right kind of teaching, he can go as far educationally as his mental equipment will carry him. But everything he learns, every word he speaks, in the beginning, must be taught him. He cannot "pick up" knowledge as an intelligent hearing child picks it up from others.

The child who possessed normal hearing until the age of six or seven, or whose hearing loss is so slight that he can hear the normal voice if it is

14

brought within his hearing range, has an immeasurable advantage. He has a vocabulary; he has had years of normal speech development, and his hearing loss is far more easily offset.

But no matter what the degree of deafness, no handicap offers a greater challenge to a parent. The first thing to do is to find out what the state offers such children. All states but three have free residential schools for the deaf, and where there is no residential school provision is made to send the children to a neighboring state.

More than one hundred of our larger cities provide day classes for the deaf. An increasing number of cities test the hearing of all school children every year. If a child is too deaf to get along in public school, he is transferred to a special school or class. If he has only a slight hearing loss, he is placed in a front seat and given lip reading lessons. A few cities provide "conservation of hearing" classes, with electrical hearing devices.

Whatever the state does, the mother's job begins as soon as the fact of deafness is established, and it continues indefinitely. The first thing she can do is talk to her baby. Making sure that he is looking at her and that her face is in a good light, she can call his attention to pictures, toys, and actions. In a surprisingly short time even a three-year-old will come running when she says, "Come to Mother," will toss a ball into the air when she says, "Throw the ball," and will readily point out pictures as they are named: "Show me the fish. Show me the car. Show me the baby."

The Next thing is to find out whether the child has any usable hearing. Few deaf children are totally deaf. Some have enough hearing to understand words and sentences spoken close to the ear; some have only enough to enable them to recognize loud sounds; but even the smallest amount of hearing, if carefully utilized, will facilitate the development of speech and language and help keep the child's voice normal. The child with only a moderate hearing loss must have his hearing exercised constantly. He must also be watched to make sure that his speech and language develop normally, and if he attends public school his parents will have to make certain that he is doing all the work expected.

All this is a large order. Yet when parents find out about deafness, they will find themselves in goodly company. There have been—and are!—some remarkable parents of deaf children. Most of the first schools for the deaf were started through the influence of parents. The first deaf children in the United States who learned to speak were taught by their mothers.

Out in California now, the wife of a famous

motion picture actor has put at the service of other mothers her knowledge of the deaf, gained through years of association with her own deaf son. She has opened a clinic where mothers of deaf preschool children may come for instruction and advice. She emphasizes the fact that mothers must come, since they too need education.

THE VOLTA Bureau in Washington, D. C., I founded by Alexander Graham Bell, has functioned for fifty-five years as a center of information about deafness. One of its special services is a correspondence club. Members are scattered throughout the United States, Canada, and Mexico. Sixteen "roundabout" letters circulate constantly. A letter is mailed out, perhaps to an Army post in Georgia. From there it goes to a cattle ranch in California; on to a mining company in Mexico; then to a farm house in South Dakota; to an engineering project in Vancouver; and back to Washington by way of Minneapolis and Philadelphia. At all these stops the letter is read by parents of deaf or hard-of-hearing children, who add their own letters to the folder, writing out their problems and experiences.

"Our whole family reads the roundabouts," writes a mother from Virginia. "Jonathan's brothers always want to hear them."

"The letter came while I was scrubbing the kitchen floor," says a mother in Missouri. "The floor dried while I dropped everything to read."

"This roundabout group is the most interesting that could possibly be brought together," writes a well-known artist. "We are all so different, and yet all so alike in our sincere effort to do our best for our deaf children."

This particular mother illustrates children's books, designs children's clothes, and runs a shop where she sells sports clothes for women and children. This summer she also cared for a large Victory garden. Yet she makes time to study ways to help her three-year-old deaf baby.

Knowledge of what these other mothers are doing provides the greatest possible solace for the woman who learns for the first time that her child is deaf. The following letter was received from a mother who has two little boys, both deaf:

"I have received all the magazines and pamphlets and clippings, for which I thank you. I have read them all from cover to cover.... I have never before known anyone who was deaf, and had no idea about their different life.... This month I am going to start special training."

Not a whimper; not a whine. Head up. The fact of the handicap is accepted and is to be immediately dealt with. This mother knows that if her boys are helped they can go a long way.

is

if

rd

nt

til



Notes from the

NEWSFRONT

Woman's Town.—The little town of Spencer, Tennessee, is governed entirely by women. The municipal election two years ago put into office a complete staff of women officials, from the mayor down, and last year every one of those officials was re-elected. Since the women took over, Spencer has a new high school building, is working on a new community building, and has abolished municipal taxes altogether. Money for each of the many new community improvements has been raised by the time-tested method of sponsoring frequent pie suppers, box suppers, ice cream suppers, old fiddlers' contests, and barn dances. No city official draws any salary whatever.

Morale.—The widow of General Longstreet, famous Confederate officer and associate of Robert E. Lee, is working as a riveter in a war plant.

Melting Pot.—Nearly a fifth of the white population of the United States consists of persons reared in foreignspeaking families.

Depreciation.—The autograph of Benito Mussolini, once considered by collectors to be worth fifty dollars, is turned down nowadays when it is offered for five.

Eccentricities of Genius.—The peculiar habits of men of outstanding genius have often excited remark. Here are a few samples: John Keats liked red pepper on his toast... Alphonse Daudet wore his glasses to sleep in... Victor Hugo, although passionately fond of asparagus, would not eat it until the stalks were arranged on his plate in the form of a star... Dean Swift used to harness his servants with cords and drive them up and down stairs, just to relieve his nervous tension... Alexandre Dumas kept a pet buzzard... James Fenimore Cooper did all his writing with his mouth full of gumdrops... and our own Oliver Wendell Holmes, in spite of his medical training, always carried a horse chestnut in one pocket and a potato in another to ward off rheumatism.

American Ingenuity.—One hundred and sixty thousand war inventions have been submitted to the National Inventors' Council since 1940. Thus far only about fifty of these have been adopted and are in actual use, but more than a thousand others are now being tested.

Pay Bills Promptly.—Paying all bills on the due date, avoiding unnecessary credit purchases, and keeping the family debt-free for the duration not only is an excellent method of holding on to serenity in the midst of war but will help substantially in the preventive war against inflation.

Postwar Recreation.—Recreation looms large on the postwar horizon, according to plans now being made. It is said that every city, large or small, will eventually have a fully equipped "leisure center" presenting an almost endless variety of possibilities for exercise and fun.

Nazi Desperation.—The Nazis are drafting all women from fifteen to fifty-five for labor service wherever needed. When a Nazi government removes women from the kitchen, that's news.

Potatoes.—This year's crop of potatoes is a bumper one. It's a patriotic service to help dispose of it. Potatoes can be cooked and combined with other foods in so many delicious ways that there is no reason to balk at this particular wartime duty.

lai

mu

tio

cou

con

of i

Sor

aga

but

"sp

of (

swi

Spu

tha

mai

and

goal

met

in s

the

ing

fam

dom

spee

reali

for 1

bein

tuni

to ac

ercis

majo

free

marı

bility

to di

the :

NATIO

Bu

F

V

]

Spellers.—In a recent Congressional spelling bee conducted by Speaker Sam Rayburn, Congresswomen outspelled Congressmen by a narrow margin of one. The men made nine mistakes, the women eight. Representative Clare Boothe Luce slipped up on "supersede," putting a c into it. Representatives Noah Mason of Illinois and Albert Gore of Tennessee missed "satellite."

Identification and Registration of Senators.—The United States Senate has voted to identify itself. Senators will henceforward carry pass cards certifying their membership in the upper legislative house of the United States Government.

Waste Paper.—Paper, which is used in the manufacture of airplane wing tips, is now needed by war industries in many localities. Find out whether your community is one of these, and, if so, add paper salvage to your other wartime services.

Against Race Riots.—Governor Dwight H. Green of Illinois has appointed a fourteen-man commission, with seven white and seven Negro members, to study the factors that bring about race rioting and plan adjustments that will prevent them. It is expected that some such arrangement will also be made in other states where the need exists.

Revolving Book Fund.—A junior-senior high school parent-teacher association in a Western state has inaugurated a new and different idea in student aid. A special "revolving book fund" has been set aside, and students who need loans to obtain their textbooks may apply to this fund and repay the loan at some later time. The plan has proved effective and meets a long-felt need.

Ice Anesthesia.—The use of ice packs to induce anesthesia for minor surgical operations is increasing and will probably continue to do so. It has been used extensively by the armed forces because of its simplicity. The area to be operated on is packed in ice for about two hours, and immunity from pain lasts something like twenty minutes after the chilling stops. There are no ill effects.

Thoughtful Thief.—In one of our Western states a prowler helped himself to three large porterhouse steaks from somebody's refrigerator but thoughtfully left sixty red ration points in compensation.

16

NATIONAL PARENT-TEACHER . November, 1943

How old does a child have to be to make use of freedom? What can his parents do to help him?

Freedom and Discipline in the Early Years

ETHEL KAWIN

DEMOCRACY must have self-disciplined citizens who are competent for freedom. The foundations of a free personality are laid in the early years of childhood. Each of us must ask himself: Am I building these foundations as I train my youngsters?

In my long and varied experience as a guidance counselor, I have often found parents and teachers confused and bewildered about this whole matter of freedom and discipline. And this is not strange. Some years ago there began a strong reaction against the repressive "charren should be seen but not heard" and the stern, sometimes harsh "spare the rod and spoil the child" viewpoints of our grandparents' day. The pendulum started swinging and, in many quarters, went too far. Spurred on by too hasty popularizations of theories that emphasized the dangers of "repression," many parents and teachers abandoned all control.

We need to clarify our concepts of discipline and freedom. We must clearly understand the goals we are striving to achieve, and the practical methods by which we deal with children at home, in school, and on the playground must become the means of reaching these same goals.

Freedom is not merely a negative term implying absence of forcible restraint. In the now famous "four freedoms" we find not only freedom from fear and from want, but freedom of speech and of religion. The latter two are in reality freedom for something—for speaking and for worship. Freedom in the positive sense means being capable of choosing and having the opportunity to choose for oneself. It implies being able to achieve desired ends. A free man or woman exercises self-determination in regard to both the major and the minor questions of life; he has freedom of choice in regard to a vocation, to marriage, to religion, to politics. . . .

But freedom cannot be separated from responsibility. If people are to make their own choices, to direct their own behavior, they must accept the responsibilities entailed. In order that one person's freedom may not destroy that of his neighbor, free men and women establish laws for their mutual guidance and protection. Even children of preschool age, as soon as they begin to play together, find that people must have "rules" if they are to get along. They soon realize that these rules must be based on consideration of the rights and obligations of every member of the group. For very small children these rules have to be made by adults, but very soon—even during the preschool period—the children can begin to help make them.

The broad purpose of man's whole struggle for freedom is to allow the individual to lead his own life in his own way, subject to the restraint of laws that he himself helps to formulate and establish. Freedom, both for the individual and for society, thus becomes obedience to self-formulated will.



To achieve such freedom, every individual must be self-disciplined—capable of governing himself. If we are to have civilization rather than chaos, authority must rest somewhere. Either it rests in a government created by a free people or it is taken over forcibly by dictators to whose will the people must submit. And citizen self-discipline must begin in early youth.

Discipline was originally a term for training, learning, and order; it carried no implication of punish-

ment. The word implied the art of making disciples; one who was disciplined became a disciple, or follower, of some particular way of thinking or living. In its true meaning the word always implied a personal and voluntary adherence to the views of one's "teacher."

Correctly used, therefore, the term "discipline" has sound relationship to the term "freedom." Our purpose in "disciplining" a child is always to train him, to win him, so that eventually he will choose for himself the attitudes and behavior patterns we consider desirable. Mere authoritative control is justified only as a means to developing self-discipline. Parents and teachers discipline children in order that these young people may ultimately become self-disciplined individuals, qualified for freedom and prepared to accept the responsibilities that are always the price of freedom. Only a self-disciplined person can be truly free.

Freedom and Discipline Are Akin

There is no real contradiction between true discipline and freedom. They are two sides of the same shield; they must be integrated in any sound program of training for children who are being brought up in and for a democratic way of life. In order to develop citizens qualified for democracy, a sound balance of discipline and freedom should be provided from early childhood to adult life.

Very young children need to be told what to do and—on the whole—like to be told what to do. But they also need freedom, and if their training has been sound they should be able, as they grow older, to handle an ever-increasing amount of it. A safe guide is this general rule: A child is ready for that degree of freedom for which he can take responsibility.

"WHAT children need is less freedom and more discipline." How
often we hear these words! Yet there
is actually no conflict whatever between the two. Children who are destined to become citizens in a selfgoverning democracy need discipline,
certainly—but it must be self-discipline, a habit acquired under wise
guidance. In this article, the third of
the study course "Basic Training for
the Toddler," a guidance specialist
suggests practical methods of giving
sound guidance to young children.

Basic Behavior Situations

Specific suggestions may be in order at this point. As a practical guide in giving children the necessary experiences of both discipline and freedom, it may be helpful to describe four types of behavior situations that should be provided at every age level.

a fi ti

0

d

ir

80

01

sl

de

W

fo

n€

W

tu

of

re

8

fre

che

of

oft

you

sui

to

alw

wit

of 1

gre

nat

com

to c

thei

Any

shot

NATIO

7

First, there are certain situations in which certain behavior should be insisted upon by adults. These are limited, in the main, to danger situations, the es-

tablishment of routine habits (especially those related to health), and various social situations in which respect for the rights of others is involved. Generally speaking, obedience should be required only in situations of these three kinds. Here, however, it is necessary. If the child refuses to obey, some penalty or punishment may have to be imposed.

There are several purposes in such discipline. First, we seek to develop in the child behavior habits that safeguard life and health and provide foundations upon which satisfying social relationships may be built. Second, every child must learn to accept authority; in many situations legitimate authority is a reality that must be faced. Third, it is in this process of conforming to a required standard that the child begins to develop self-discipline. Unless at some time he forces himself to do what he does not at the moment prefer to do, he has no opportunity to exercise self-control.

It is easy to find illustrations of this at the preschool level. For example, a child of preschool age is not allowed to cross certain streets alone or to play with matches, because these involve danger. He must form the routine habit of washing his hands before eating, because unclean hands handling food are a menace to health. He must observe early bedtime hours, because rest helps to build good health. When he plays with other children he must take his turn.

In this type of situation a positive incentive (such as the child's own feeling of success or satisfaction) or a reward (such as adult approval) is preferable to a negative incentive (such as a sense of failure or the fear of punishment). However, adults must be prepared for the possibility that the child will refuse to conform. The penalty for this should preferably be understood by the child in advance, and it should represent to him,

wherever possible, a logical result of his failure to do what is expected of him. For example, if he will not give other children their turn on the teeter-totter, he may be refused permission to play on the teeter-totter with them.

Punishment should be needed very rarely if a proper relationship exists between the child and the adult who disciplines him. The child must feel secure in the affections of the adult at all times. He must know that it is undesirable behavior-never himself-that the adult rejects. No child should ever be threatened with the loss of affection as a punishment. To say "Mother doesn't love you when you do that" develops feelings of insecurity that may prove a serious personality handicap. Most important of all, in cases of repeated or persistent disobedience, there should be observation and study of the child to determine the causes of his undesirable behavior. We may be holding standards that are too difficult for him to attain, or he may be seeking to satisfy needs we can help him to meet in more desirable ways. Or he may feel emotionally insecure.

Second, every child should have some opportunities to exercise choice, because the beginning of choice is the beginning of freedom. Choice in regard to many things may be offered to a child at two years of age or even younger. On the whole, a child should not suddenly be given complete freedom of choice without first having had limited choice in a similar situation.

r

le

8-

st

ns

ng

to

to

the

ool

one

lve

sh-

ean

He

rest

vith

tive atisl) is as a Iowility nalty the him,

1943

For example, the privilege of choosing which of two available vegetables he wants to eat will often avert feeding problems with a preschool youngster. Choosing which of two appropriate suits or dresses to wear to school prepares a child to exercise wider and more important choices later. Having made his choice, the child must always stand by his decision and carry it through.

Third, every child should have some experience with unrestricted freedom. Of course, for any of us freedom of choice is always a matter of degree; it is never complete, because there are natural limitations in every situation. So-called complete freedom of choice can usually be given to children of preschool age only with regard to their play activities and the use of their toys. Any youngster who is not wantonly destructive should be permitted to play as he chooses with

his own toys. This is experience in freedom.

As children grow older, an increasing number of situations in which they may exercise freedom of choice will provide a transition from the sheltered life of childhood to the freer activities of adulthood. Only through making their own decisions and accepting the consequences can boys and girls cease to be dependent upon adults.

There is a *fourth* type of situation that every child should encounter—that in which group control is established. The child may meet such situations through the family council, a play group, a school group—any group of people who are learning to live, to work, and to play together.

This is a vital part of training for democratic living, because ultimately all members of a democratic society must participate in and be governed by group control. In the family council even the preschool child may participate in decisions that allocate certain household duties and responsibilities to him. There are quite a few simple tasks that he can perform as his share of the family group's responsibilities to the home. One need only observe any well-directed nursery or play group to see how many opportunities there are to participate in group control.

Obviously, there can be no "blanket" rules. What can and should be expected of any child in any situation is dependent upon a number of factors—the age of the child, his physical and mental development, his personality, and the amount and kinds of experience to which he has been exposed. Also to be considered are the child's position in the family, the standards set for him by other members of the household, and the particular situation. The freedom that may be allowed a child living in a simple country environment must be considerably decreased for a child who lives in a congested neighborhood of a large city. A child with high intelligence and good judgment may be trusted in situations that might hold danger for a less well-endowed youngster.

In short, general principles regarding child training can serve only as guides to assist wise parents and teachers in making decisions. Specific children in concrete situations are always matter for study. Whether or not our children grow up qualified for freedom depends upon us, the adults who are responsible for their training.



SEE HERE, PRIVATE CITIZEN.

HE spirit of reckless wartime abandon that is prevalent among youth today is bringing about an alarming increase in juvenile delinquency—an increase of 100 or even 200 per cent in some communities. In proportion to population, the homicide rate in the United States is twelve to fifteen times that of England, and our robbery rate is ten times as great. More serious than the actual increase itself, however, is the extreme youth of so many of the criminals.

During 1942 the FBI examined more than 585,000 fingerprint cards. One-fifth of these carried the prints of persons under twenty-one years of age. Specifically, youngsters under twenty-one had been convicted in 883 cases of manslaughter, 4,087 of robbery, 5,300 of assault with a deadly weapon, 12,400 of burglary, 19,900 of larceny, and 7,000 of automobile theft. These figures represent only the crimes that came to the attention of the Federal Government; thousands of others did not. The majority of the boys arrested were seventeen or eighteen years old; the girls were slightly older. In the first half of 1943, the number of girls under twenty-one who were arrested and fingerprinted increased 64 per cent over that recorded for 1942, and that year had shown an increase of 55 per cent over 1941. Many of these youthful culprits are "repeaters," and there is great danger of their becoming habitual criminals.

What lies back of this tremendous rise in the delinquency rate? The FBI assigns the following causes:

1. The breakdown of family ties and resultant domestic troubles, which deprive young people of normal home life.

2. Irregular hours of work for the adult members of the family, with the resultant lack of supervision of the children.

3. The employment of many teen-age workers, which provides young people with money they may spend for drinking parties, gambling, and other unwholesome diversions.

4. The tendency of young people to form "gangs" and to "run with the crowd."

5. The general laxity of adults with regard to law enforcement and their own moral standards.

When questioned, young people themselves maintain that lack of adequate recreational facilities is the principal cause of juvenile delinquency. The prevalence of gambling and drinking and the nonobservance of laws on the part of adults are two other important factors.

Newspaper editorials are inclined to attribute juvenile delinquency not to economic pressure or

ROLF T. HARBO

Inspector, Federal Bureau of Investigation

wartime environment but to general moral rottenness. They maintain that parents are to blame because they do not train children to observe the laws of morality.

To combat juvenile delinquency we must stop it at its source. The FBI suggests the following fourteen-point program for all organizations that desire to help in checking this menace:

1. Know what the problem is in your own local community; get all the specific details, including court statistics.

2. Coordinate the programs and activities of all agencies that direct youth constructively.

3. Determine whether the population increase in the community is proportionately greater than the increase in law-enforcing personnel.

4. Experienced officers of the police department should handle youth cases. If the size of the city warrants, a separate crime prevention unit should be established.

5. Study the recreational facilities in those areas of the community which produce the greatest number of juvenile delinquents.

6. Strengthen the programs of organizations and agencies that provide wholesome recreation.

7. Re-emphasize the importance of character building, and redefine the basic moral values.

8. Conduct a survey on part-time work for boys and girls and the wages paid for such work.

ti

Sa

u

fe

th

be

sn

th

an

if :

to

bus

doc

era

Wa

ma

tra

NATI

9. Study the problem of truancy.

10. Encourage boys and girls to continue their education beyond the age of compulsory school attendance.

11. Encourage church groups to intensify their efforts to bring youths into Sunday Schools.

12. Impress upon parents, through parentteacher programs, the importance of home discipline and the guidance of youth.

13. Carry on a program designed generally to maintain high standards on the part of local police, prosecutors, and others.

14. Make sure that all delinquency prevention programs are continuing programs.

The United States needs a moral and spiritual reawakening. We must not permit the continuance of those conditions that lead young people to believe they can "get away" with illegal practices. We ourselves must set higher standards for youth, and we can do this only if every citizen cooperates in promoting law and order.

War Comes to Liberty Hill . . . THE LEAST OF THESE

BONARO W. OVERSTREET

I'VE told you there's not a room to be had. I can't make space I haven't got, can I? Not even"—he honed the words on bitterness—"not even to accommodate the Navy." Seth Hillman, for thirty years day clerk at Central Hotel, glared across the desk at the baffled young couple, a sailor and his girl.

It was the girl who spoke, her voice as slight as her wisp of a figure: "Could you—could you maybe suggest where we'd find rooms?"

"You can try Liberty Inn-if you like being

turned away. But you won't get anything. The town's filled up."

m

nt ty

ld

se

at-

ns

on.

ter

oy8

neir

1001

heir

ent-

dis-

y to

local

ntion

itual

tinu-

eople

prac-

dards

itizen

er, 1943

"Come on, Sue." The boy's voice tried for ironic jauntiness. "You can see the gentleman's heart is broken over not having rooms for us."

Watching them go out through the revolving door—both in one section of it, hand in hand—Seth Hillman experienced a curious stab of self-seeing. "That sailor knew it," he said to himself. "I don't know what it is, this thing in me; this liking to hurt people... Some time old Taylor'll see it ... the way that sailor did. And then ..." The unfinished thought was stark fear. This job was the only thing he had.

"Maybe," he thought, "may-

be if there hadn't been all those years when a small-town hotel clerk was a kind of joke . . . those years when the rooms were mostly empty and you had to be too polite to everyone. . . . Maybe if anyone had ever thought I was a hero. . . ."

He gripped the edge of the desk with both hands to quiet their trembling, as a stocky man in a dark business suit bustled in through the revolving door and up to the desk. "Room with bath. Moderate price. Something high up off the street. I want to sleep tonight for a change." Already the man was scrawling a bold signature on the registration blank.

Anger was a sudden fire in Seth Hillman's blood. He hated this overconfident man. "Not a room in the house. Filled up."

Deliberately the man put down the pen and leaned an arm on the high counter-desk. "Now listen, Bud. . . ."

JIM STOKES, day clerk at Liberty Inn, looked across the desk at the girl, and at the boy in uniform. His eyes and voice shared their problem. "I haven't got a square inch of space in the house—jammed tight." He turned to finger again through the record cards, and shook his head. "Nobody checking out. They don't on Saturday.



You don't know anybody here, either of youanybody who might help you out?"

"No, sir. You see, Liberty Hill's just a place we picked on because we could get more time together here than anywhere else. My girl lives up in Bruce Corners—and you know what the bus service is like up that way. If I'd tried to go there, we'd have had only about six hours of my leave together. So I studied the train and bus schedules and asked her to meet me here. But I guess . . . I just didn't figure. . . ."

"You say you're getting married this afternoon?" "Yes, sir—that's right. We wanted first to find some place where we could sort of clean up. My girl brought along a new dress and things. Then we'll hunt up a minister. Maybe you could help us out there, sir?"

"I can do that all right. I'll call Dr. Clark and send you along to him. But this other thing—about your room. Wait till I ask the boss." Going to an open door, he leaned out and called, "Henry. Come here a minute, will you? A problem."

Mr. Carson, owner of Liberty Inn, listened to the story ... took his turn at fingering through the record cards . . . shook a reluctant "Not head. a chance." He turned to Jim Stokes. "We don't know anyone in town, do we, who might take them in?"

"I guess all the people with rooms to rent have them filled. It's their own fault if they haven't."

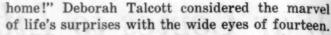
"Anyone, perhaps, who doesn't usually rent rooms—who might let a guest room or something go for one night?"

Jim Stokes hesitated. "Here's an idea... maybe not a very good one. You don't think Mrs. Talcott would put a roof over their heads? I mean, she doesn't rent rooms, of course... but I guess she's got space now." He paused significantly. "And I don't think she'd like the idea of these two kids' sleeping on a park bench. Anyway, she wouldn't mind your asking. Why don't you call her up... tell her how things stand?"

"Well..." Mr. Carson turned to the anxious couple. "Look here. Why don't you two go in"—he nodded toward the dining room—"and have lunch? Lunch on the house—your wedding lunch, we'll call it. I'll get on the 'phone and see what can be done about a room."

"Gosh, sir, thank you. You're being swell." The boy's voice was earnest with young gratitude. The girl's slight body was alive with new eagerness.

You MEAN they're really coming here? And they're going to be married today? Oh, Mummy, it's too utterly wonderful, isn't it? I mean, I woke up this morning thinking this would be just like any other Saturday... and now love and romance and everything are coming right into our own



"It is wonderful, dear. But we've got plenty to do in a hurry, getting Blake's room ready. I guess the best way would be for the boy to use that room to get cleaned up in. The girl can use Diana's. Where is Diana?"

"Up in her room, now, fixing it. Golly—I wish—I wish you'd let the bride use my room. It'd be haunted forever, I think, by her beauty and happiness..."

Miriam Talcott smiled at her daughter. "No, dear... I know it seems a silly reason to give, but Diana's room is so much handier to the bath. Don't you think maybe the whole house will be haunted? Couldn't we figure it that way? Now if you'll take these sheets and towels up to Blake's room, I'll be there in a minute."

"What did Mr. Carson say their names are?"

"Hers is Susan Homewood. His is Robert Stites. He's in radio engineering."

Her arms loaded with fresh linen, her eyes and feet dazed by romance, Deborah climbed the stairs.

Susan Homewood stood in the middle of Diana's room and looked around in bewildered happiness at the ruffled chintz of bedspread and drapes and chairs, at the flood of autumn sunshine coming through the wide windows. "Mrs. Talcott...it's almost too wonderful your taking us in like this. I don't know what to say. I... I was completely reconciled to getting dressed in a hotel room... in any room I could get... and being married wherever we could find a minister. Because there's nothing important to me, really, except to become Bob's wife. But this is...oh, this is such a beautiful extra: to be in a home.... Getting married is so...big, somehow... and being in a room like this, in a home, makes me feel not so little."

A

if

si

er

in

ar

hs

ar

W

H

on

fr

da

Th

bu

tui

thi

an

cor

801

Miriam Talcott nodded. "I know. Having you here is wonderful for us, too. About the marriage

H OW do you react in a totally unforeseen emergency? Does the very unexpectedness of it call forth your utmost ingenuity, your readiest resources? Could you "stage" a wartime wedding, if need arose, this very afternoon? Unquestionably it can be done! This Liberty Hill story, in telling how the path of true love was made to run smooth for one sailor and his bride, tells something more as well—namely, how good and how pleasant a thing it is to respond wholeheartedly to a friendly and human impulse.

itself—" She hesitated. "I don't know how you'd rather plan it, but I was wondering: Wouldn't you rather, maybe, have Dr. Clark come here and marry you out in the garden? There's a lovely corner out back, by the hemlock hedge, where the late chrysanthemums are still in bloom. It's almost a natural altar. Look, you can see from here." She drew the girl to the window.

Suddenly Susan Homewood was in her arms, a flurried bundle of teary laughter. "Oh, you do understand, don't you? You do know I've wanted a beautiful wedding to remember. I'll have to let Bob go so soon . . . so terribly soon . . . and every little minute we have together will be something I'll want to keep, and think over and over, for months and months . . . with nothing but those minutes to hold to. I . . . I can't tell you what it would mean to stand up beside Bob and be married in a beautiful place . . . not just any place we could find in a hurry. I'd told myself I didn't care . . . but I do care . . . because I need the memories so terribly. Let me tell Bob, quick." She was a streak through the door.

So THAT'S how it is, Betty," Miriam said over the 'phone to her friend, Betty Crawford. "If ever I needed you, I need you now. This is to be a wedding that is a wedding—and we have two hours to get ready for it.

"Tom will come home, of course, and I want you and Nat to be there. Tell him to shut up the office for the afternoon. This is an emergency. And listen, will you call Norma and ask her to come, and to bring that blessed husband of hers if she can pry him loose from his test tubes. The six of us, I think, will be enough of the older generation, with Wilbur and Cynthia Clark. Diana's inviting Jerry, of course, and Marcella and Jim and Esther. I don't know who else. She said she'd have four couples. Can Charlotte bring herself and, say, two or three others? And tell Norma.... What's that? Clark is home on leave? Oh, splendid. Have her bring him, by all means . . . Deb is out on her bicycle now, rounding up her special friends. I wish you could see her. This is a big day in her life!

"Food? Oh, Betty, I hadn't thought of food. There've been so many things. We could make it a buffet supper on the porch... or inside, if the air turns chilly. Can you really handle it? There'll be thirty or so to feed. Do you suppose Hansens' have any big white cake that would do? When Deb comes back, I'll send her to the five-and-ten for some of those little bride and groom figures for

the top of it... No, honestly I don't care what the food is... anything would be a miracle. And you're a miracle yourself, Betty..."

Whatever flurry lay back of the moment, there was no flurry in the moment itself: the moment when Susan Homewood, slight and lovely in a yellow suit and hat, carrying chrysanthemums, stepping on lawn and fallen leaves as though they were the cloths of heaven, walked out, with Diana as maid of honor, to stand beside Robert Stites, of the United States Navy. There was no flurry in that moment. Only the wide peace of human friendliness . . . human love and confidence in love; the wide peace of autumn sunshine and pungent autumn air. . . .

"Dearly beloved, we are assembled here. . . ."

Miriam Talcott squeezed Tom's fingers until her own were stiff from the pressure. They were so young, these two—so young and dear and beautiful... and it was so human-old, this thing they did... so old and dear and beautiful... "In plenty and in want, in joy and in sorrow, in sickness and in health, as long as we both shall live."

AND THAT night, Diana walked with Jerry Westbrook along the river . . . and thought, "That might have been me standing there . . . beside Jerry . . . saying, 'As long as we both shall live. . . . "

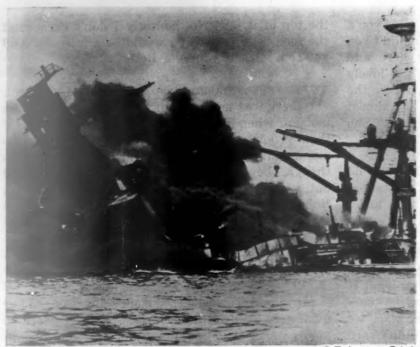
And Deborah wrote in her diary, "I think it is safe to say, dear diary, that no other wedding was ever as beautiful as this."

And Tom and Miriam Talcott sat across a table from each other, after a late show, and were sure of each other in a deep warm silence....

And in a house over on Concord Avenue, Frances Cobb spoke her sharp irritation to a husband who had learned not to listen too much: "Honestly, the things Miriam Talcott does. . . ."

And two blocks away, also on Concord Avenue, Norma Whitehead said to her husband, "If you ever do fall in love with another woman, I hope you'll have sense enough to make it someone like Miriam Talcott." And her husband reached out and pulled her to him. "I'll make a note of that, Beautiful One. But something tells me...."

And old Seth Hillman looked out of the window of his solitary room and thought, with an ache that had been, somehow, part of his whole life, "It didn't need to be Jim Stokes who sent them there. It could have been me. Why don't I see things like that—why haven't I ever seen things like that—until someone else has done them?"



Armstrong Robert

Lesson from Pearl Harbor

DOROTHY W. BARUCH

WO thousand of us were evacuated. We arrived at the docks with our children and waited to go on board ship. Some of us waited two days. Some of us were sent back to our homes for several weeks because there was no space left. We had two hours' notice. . . ." In spite of herself, the woman laughed.

Those two thousand women on the docks at Honolulu had been the wives of the Navy men of Pearl Harbor. For two long days and nights they had crowded every available inch on the docks. No place to sleep. Too little to eat. Their babies and children fussing and crying.

Some of these women and children, when they arrived in the United States, had found their way to a moderate-sized city on the west coast. They were now living there, in one of the Navy housing projects. The morning of December seventh had come and gone. But for them it would never be gone. Hickam Field and the bay topped with burning oil, Japanese planes flying low, children machine-gunned in their yards, women shot down in the cane fields, men disfigured and dying—these would never disappear.

"None of us could believe we were being attacked." This was a universal statement. "We were used to having practice, so, of course, when we heard the guns and explosions we thought it was still more practice."

"A woman ran down the street past my house screaming, 'The Japs are attacking us!' I thought she'd been drinking. I laughed and said, 'Tell us another.' She screamed back, 'Turn on your radio and you'll hear.' Then I saw the smoke. A huge black mass going up into the sky from the harbor, like smoke from an oil sump. I knew then. But I wouldn't believe it till I'd turned the radio on."

With the blare of the radio had come a call for all Navy men to return to their bases. "I got out the car, left the baby with my sister, and started with Tom down the road. There were lots of cars out even though the radio said they were to keep off the streets—maybe they were all people reporting for duty. I don't know." A stream of cars, it seems, had crawled along the road leading to the harbor through the cane fields and through rows of homes, with the beauty of red hibiscus and white ginger belying the hideous fact of war.

s v t b a c t a v n

tl

0

st

0

ti

cl

tl

al

pa

gi

al

uj

st

ar

P

te

ba

fa

of

th

st

on

And then the planes had come over. Japanese planes, low over the roofs of houses. Low over the stream of cars. The clack-clack of machine guns sounding against the louder crashing of bombs.

"The woman at the wheel of the car in front of me—the bullets from the machine guns got her." This was happening all down the road, drivers killed at the wheel and their cars blocking traffic, delaying the arrival of men at their posts, causing terror and confusion, calling up courage.

All the available women had been asked to help; to help with the wounded and dying on Hickam Field; to help with the wounded in hospitals that had been improvised in stores and banks and schools. "Of course, you couldn't get a doctor for your family, not for love or money. Babies had to be born without them. . ."

Women who had never been brave or enduring before suddenly discovered courage. "I wouldn't say I wasn't frightened. I was. Plenty. But I couldn't show it. Too much to do."

They comforted the dying, nursed the wounded, helped clear away the debris. They cheered each other and HERE is an article that will give every parent and every teacher in the United States something to think about—and not only something to think about but something to act upon. These unforgettable incidents of the attack on Pearl Harbor must be a trumpet-call of challenge to anyone who cares about what happens to the future citizens of this country. All who read them will remember Pearl Harbor in a new and different way—a way that will give them no rest until they have done what they can.

tried to comfort their children as they might.

But, as the psychologist well knows, children somehow look straight through the comfort of words to the terror and tension behind them. To the young children of Pearl Harbor there could be no realization of what was happening to ships and men. But to these same young children there came strongly the deep and fast realization that their parents were desperately stricken and afraid. In the days that followed, many children who had been dry began anew to wet their beds; many who had stopped thumb-sucking started again. Many who had been calm and relaxed developed hypertension and jitteriness. Some who had begun to talk fell silent and began to regard the world with large-eyed distrust.

0

g

ls

n-

T.

of

ns

ng

he

m

38

ers

rs

val

10

een

the

ld:

als

res

:30,

our

ies

ave

disy I

nty.

1 to

sed

the

and

1943

Terror they felt, too, on the long trip across the Pacific. Submarine alarms sounded at all hours of the day and night. Food was eaten with the stomach seeming to rise up into the throat. Sleep was half had, with ears wide awake in expectation of the alarm. Life preservers were worn at all times. No one undressed. People slept in their clothes. They dared not bathe. "One woman did, though. I guess she thought she had to. The alarm sounded when she was in the tub. She got panicky. She could think of only one thing-to grab her life preserver and put it on. And she dashed up, that way, into the lounge where we always went when the alarm sounded. I rushed up and threw my coat around her-but you should have seen us laugh! Hysterically, because we were struck at one and the same time by her funniness and our danger."

Terror at Pearl Harbor. Terror crossing the Pacific. And then, once arrived, little surcease of terror. When would the news come that a husband or a father was missing or killed?

The nights were full of fears that wore two faces. One, of what might happen now. The other, of what had happened already. "As long as I live they'll come to me at night, those boys with their stomachs torn open, and the pieces of bodies that once were people."

"We have to forget. We have to forget at least

some parts of what happened at Pearl Harbor."

Trying to Forget

TAKE Mrs. Bascomb. Pretty. Petite and young. Her husband, Tom, was a chief machinist's mate. Just before the attack he had been made chief; and that had raised

his pay. He was at sea when the attack came. He was due home soon to visit. Mrs. Bascomb and three-year-old Jerry were looking forward to that visit. After the attack Mrs. Bascomb had not wanted to leave the island . . . "because Tom might come home and find us gone. There was no choice, however. All Navy wives were evacuated."

Shrapnel had hit Jerry. His poor little face, his arms, and his hands had been torn and bleeding. Bits of shrapnel had become embedded. Fortyeight hours had passed before his mother could get medical help. He seemed stunned.

On shipboard he talked to no one. When spoken to, he would turn and hang his head. His eyes were the eyes of a small scared rabbit. "And he used to be so friendly," his mother said.

Very soon after the start of war, the official notice had come to Mrs. Bascomb that her hus-



band was dead. "Killed in action." Life went out of living for her. She was suddenly deaf to Jerry's nightmares. She was shut inside a world made solely of her own pain.

"If I hadn't gotten work, I would have gone crazy. I'd always loved taking care of Jerry before. But now he drove me wild. I got so I crabbed at everything he did. And he with sores still on his face and arms."

She had had the good sense to know that neither she nor Jerry could endure this state of affairs. So she sent for her mother to come and live with her. The old lady knew what anxiety and terror can do to people. She took over the household and sent her daughter out to find a job.

Mrs. Bascomb wanted to do something that would help win the war. And so it was munitions. For eight hours, six days a week, Mrs. Bascomb made drills on bullets. She felt

better. She was helping America to win.

One bad thing, though, was Jerry -for, with the rise in her own morale, she began to notice Jerry. He apparently needed more than Grandma could give him. After all, Grandma was getting on in years, thin and none too strong. Grandma, too, was worried by the pinched look on Jerry's face, and by the fact that Jerry, a big threeyear-old, never talked.

And then, as if in answer to their need, a nursery school was opened in the housing project. Mrs. Bascomb took Jerry to the Navy dispensary, where the children were examined for admission and where their histories were taken, praying that he would be admitted. She knew that there was room for only

forty of the two hundred or more children on the

Jerry was admitted. By then his shrapnel wounds were healed. And she had a job.... Somehow they would manage.

Fruits of Terror

THER children up and down the neighboring blocks were less fortunate. Mrs. Johnson, who lived several doors away, had also gone to work. She found a woman living just outside the project who agreed to take care of her two-yearold Sandy. One day Mrs. Johnson had a dizzy spell, and the plant nurse sent her home. It was noon. "The time," she thought, "when Sandy will

be having his dinner." She approached the house expecting to see Sandy happily eating in the kitchen nook. Instead she found him tied in his bed. sobbing his heart out in terror. His dinner was still unheated on the stove. At three p.m. the woman sauntered in. She had been shopping.

Another mother left her child in the care of an asthmatic ten-year-old, too ill to attend school But then "she didn't have anything catching!" Several mothers together hired a large-boned old woman who hobbled around on her walking stick, alternately cajoling the children and hitting at them with her cane. Caretakers of various sorts were marshaled-an old man, "shaky but glad to earn some extra pennies," and somebody's greataunt, who did not see very well and who was "awfully crotchety, but kind-hearted in her spare moments." Sometimes the caretaker could not ar-



ch

ab

fo

m

rive until an hour or so after a mother had gone off to work. In the interim the children would be locked in. "And you should hear the Black children every morning. Why, it's scalping each other they're after." . . . "And you should have seen Dinny Smith last week. She crawled right out the first-floor window trying to follow her mom, somersaulted, and broke her collar bone. . . ."

For children, such experiences as these spell only one thing-undiluted terror. A small child is closely tied to his mother, dependent on her for love and understanding. When she leaves him without leaving in her place someone steady and loving who also understands him, he feels deserted and afraid.

Terror shapes them variously. The child who

has been terrorized may grow into the man who is ridden by an unending push to become strong, to dominate others. Blood thirst grows from the seeds of terror.

On the other hand, the child who has been terrorized may go through life seeking for some superior person to protect him. He cannot use freedom. He wants to lean and be led. He is ready for whatever Fuehrer-figure comes along.

In our society we do not want people who are cowed and afraid or cringing and mean. We can not afford to bring up children so.

Will They Come Through Whole?

MOTHERS who are themselves afraid are not the people to do what is needed here, for they convey their feelings to their children. And, in transmission, these feelings are intensified by the close emotional bond between mother and child.

These women need to know that they have a place in the new world to which they have moved. They need to feel independent. They need to know that they can earn enough to support their children and themselves.

The women of Pearl Harbor are not alone in these needs. Women all over the United States whose husbands have gone are in a similar predicament. They, too, are afraid. A job not only insures them against financial stress, but gives them a feeling of being actually able to carry on.

These women not only feel needed, they are needed. They are needed in aircraft plants, in munitions plants, in the assembling of dials for the control of ships and tanks, in the fashioning of delicate surgical instruments.

One woman reports: "On Hickam Field, when I was helping with the wounded and the dying right after the attack, one young boy about seventeen died in my arms. Right before he went, he said, as if he were wondering and bewildered, 'Is this all there is to life? Is this all?'... So young! He couldn't believe his life was over....

"I thought of my own boy. I have to do something, I said to myself, so that he won't be in a spot like this when he is seventeen."

er

he

m.

ell

or

im

nd

ted

ho

1943

In the plant where she works they say that she is so vigorous and so earnestly concerned that she raises the morale of all the other workers.

We need her and women like her. But we cannot reap full benefit from their efforts if they are continually worried over what is happening to the children they have left at home.

Every good nursery school teacher knows that above all she must serve as a mother substitute for the children. She must be affectionate. She must know each child well, so that she can sincerely love him. She must know his mother also.

At the nursery school in the Navy housing project Jerry Bascomb found a teacher who served him well. With this teacher's love and wise guidance, Jerry gradually began to come out of himself. He began to talk—timidly at first, and later with a rush of chatter "as if he were pouring out all the words he had been holding in." He began to enjoy his meals; to relax more; to relish play.

But how many Jerrys have the opportunities this Jerry had? Forty out of two hundred in one housing project! None out of many times two hundred in many other housing projects. None out of many hundreds more in huddled houses, trailer camps, crowded apartments.

Nursery schools are being established all over the country for children of mothers who are working. They are partially supported by Federal funds. They are administered by the public schools and are well staffed and well equipped. And yet, for some curious reason, they are not being fully utilized. Mothers are choosing, instead of sending their children to these nursery schools, to have them playing about on the streets.

The picture is not a pretty one. The lesson from Pearl Harbor is clear. Children need freedom from fear. Children who are left to their own inadequate resources or to the resources of inadequate caretakers grow up to be fearful people. And fearful people are the delinquents and the criminals, the neurotics and the insane.

Perhaps the mothers of the inadequately supervised children do not know that nursery schools are places where total development is fostered. Perhaps they do not understand the sort of benefits a good nursery school offers. Mothers seem to distrust any kind of care given outside the home. Perhaps they need help in understanding that a nursery school can be a fine home supplement.

Provision must be made for children to grow up under wise guidance. For Jerry and others like him, Pearl Harbor will never be completely wiped out. For the many Jerrys who are left at home but inadequately cared for, another sort of Pearl Harbor, a treacherous undercover one, will need to be reckoned with. Fear—born out of the help-lessness of being left alone or with people who do not understand.

We shall need, we parents and teachers, to become educators and interpreters of the child care programs our communities have to offer. We shall need to organize specific efforts and start moving fast, before too great harm has accrued.

We shall need to remember the lesson from Pearl Harbor and to apply it to the children in our own towns. Fear can be increased for our children, or fear can be lessened. Which shall it be?



OH. Armstrong Roberts

Instead of Meat

If "the proof of the pudding is in the eating" and the proof of the eating is in what the food does for the body (in terms of protein, fat, energy, minerals, and vitamins), then meat alternate dishes must not only furnish the necessary protein but be attractive to look at, taste good, and allow the cost in ration points and money to be kept within the allotted budget.

Protein foods that can be used instead of meat in the diet are milk, cheese, eggs, and soybeans. Navy and lima beans, peanuts, and whole grain cereals run a close second. In addition to protein, all these foods furnish valuable vitamins and minerals that are also present in meat. Use a variety and varied combinations of several of these foods to provide sufficient protein.

The trend in protein food at present leans more and more toward vegetable proteins, such as soybeans, peanuts, other dry beans and peas, and whole grain cereals. During the years 1935-1942 the average per capita consumption of dry beans in the United States was .17 pound per person per week, or 8.9 pounds per person per year. According to information on wartime diets issued by the Bureau of Human Nutrition and Home Economics, a six-year-old child eating a low-cost wartime diet needs 6½ pounds per year of dry beans, peas, and nuts, while a sixteen-year-old girl needs 13 pounds per year and a sixteen-year-old boy needs 39 pounds.

"Food Production Plans" provides for the production of dry beans, peas, and nuts just as it does for lean meats, fish, and poultry. The Food Yardstick adopted by the South Carolina Nutrition Committee calls for an average of 18 pounds of dry beans, peas, and nuts per person per year.

Many varieties of dry beans and peas are grown in the United States, the most common being the navy bean. Others commonly known in the South are butter beans, kidney beans, and crowder and black-eyed peas. Whatever the color, shape, name or variety, dry beans of all types are good nourishing food. They are close to meat, eggs, milk, and cheese as body builders and are an excellent basic nutrient. Besides a high protein content, they offer good amounts of carbohydrates, a high calcium and phosphate content, considerable iron, important amounts of vitamin B₁, riboflavin and niacin, and a high calorie count. Because they supply so many vital nutrition needs, dry beans have been a diet staple since early times.

Soybeans Are Adaptable

The soybean is coming into its own in the United States. It will help to provide protein along with other necessary nutrients for America's three square meals a day. It has been said that the sprouted soybean—the "food of the future"—will grow in any climate, rivals meat in nutritive value, matures in three to five days, may be planted any day of the year, rivals tomatoes in vitamin C content, undergoes no waste in preparation, and can be cooked with as little fuel and as quickly as a meat chop. The United States now raises more soybeans than China or any other country in the world, yet we are the least familiar with its food possibilities.

The sprouts can be grown right in our kitchens at home or in the school lunchroom with very little trouble. Try it the way Dr. C. M. McCoy, of Cornell University, recommends: Soak overnight 1/4 pound of soybeans in 3 cups of lukewarm water to which 1/12 teaspoon or a pinch of chlorinated lime has been added. Next morning put them in a strainer or any vessel that will drain freely and is large enough for the mass to double in size. Cover them with several thicknesses of thin cloth and keep them moist, douse them each night with a solution of \(\frac{1}{3} \) teaspoon of chlorinated lime to 1 gallon of water to prevent mold. In four to five days you will have beans with sprouts two to three inches long and doubled in bulk. Wash and use in prepared dishes or raw in salads. Use immediately or refrigerate. Usually ten to twenty minutes' cooking time is sufficient.

b

c

b

01

it

al

MARTHA W. BUTTRILL

Soybean flour and grits should provide a part of the protein. The flour is found in many grocery stores now. Substitute soybean flour for at least one-fourth of the wheat flour in biscuits, muffins, cookies, cakes, and pastry

The rationing of some meats and cheeses throws an added burden upon milk, soft cheese, and eggs. Cereals are plentiful and when supplemented with animal protein may be used instead of meat. In localities where it is difficult to obtain fresh milk, use dried skim milk. Use it in breads, soups, and sauces; cook cereals in it; use it for macaroni, pies, cakes, cookies and other desserts, milk drinks. It is economical, it saves food and storage space, and if used instead of canned milk it saves ration points.

The proteins of milk or milk products and eggs are the ones best suited for conversion into body proteins, say Sherman and Lanford. For this and other reasons, they say, it is highly desirable that milk or eggs or both be provided abundantly in the diet of growing children, of pregnant or nursing women, and of all persons who require "building up."

Cheese is one of the oldest products made from milk. Originally cheese was made in the home. It is still made in many farm homes. Cottage cheese and cooked cheese made from cottage cheese are easy to make. Cottage cheese can be made from fresh skim milk or powdered skim milk. The whey can be used in punch. Cottage cheese is a delicious accompaniment to any vegetable salad.

Variety in Vitamins

ACHIEVE variety in meat alternate dishes by using different methods of preparation, such as boiling, baking, escalloping, panning, and frying. Change the flavor by using herbs; change the looks by garnishing with parsley, strips of raw carrot, green or red peppers, tomato wedges, a bright-colored fruit, a dash of paprika, or grated cheese. Serve soft meat alternate dishes with such hard foods as carrot strips, cabbage slaw, crisp bacon, crisp bread, bread sticks, or toast.

With milk and milk products, eggs, soybeans, other beans and peas, peanuts, and grain cereals it is easy to provide protein dishes if homemakers and school lunch workers plan ahead. Try the following recipes for a change, along with your other meat alternate dishes.

Dry Bean or Peanut Loaf

1 onion			
1 c. dry			
		W	with
skins	on)		

(about enough to

1 raw potato
1 egg
1 c. milk (scant)
Salt, pepper, mustard
and celery seed

make 1 c. crumbs)

Put the peeled onion, beans or peanuts, bread, and raw potato (with peel left on) through a food chopper. Add the beaten egg, season, and add milk. Place in a greased pan and bake in a moderate oven 45 minutes. Serve with fried tomatoes with sour cream sauce.

Fried Tomatoes With Sour Cream Sauce

1½ cups sour cream 6 firm tomatoes	Finely sifted whole wheat bread crumbs
1 egg 1 tablespoon cold water Salt and pepper	Fat 2 tablespoons flour 1 tablespoon chopped parsley

Wash the tomatoes. Remove a thin slice from the stem end and blossom end and slice the rest about ½ inch thick. Beat the egg slightly; add the water. Dip the tomatoes in the egg mixture and roll in the bread crumbs, which have been seasoned to taste with salt and pepper. Allow the coated tomatoes to dry somewhat before frying. Heat fat in a frying pan. Place the tomatoes in the hot fat until brown on one side. Then turn carefully and reduce the temperature, so the tomatoes will have sufficient time to cook while browning on the other side. Lift from the pan onto a hot platter. Sprinkle the flour over the fat in the pan, mix well, then pour in the cream; stir and cook slowly until thickened. Season if necessary; pour over the tomatoes. Sprinkle with parsley and serve at once.

Creole Eggs

4 minced green peppers 1 minced onion—2 T. chopped celery	slices bacon chopped 4 T. butter or drippings	
---	---	--

Fry together until done. Then add 2 T. flour, 1 No. 2 can tomatoes and 8 hard cooked eggs chopped fine. Put in greased baking dish, cover with bread crumbs and cook in moderate oven until brown.

Cottage Cheese Apple Pie

2 eggs	1 c. cottage cheese
½ c. sugar	1½ c. apples, sliced thin
1/8 t. salt	1/4 c. sugar
½ c. thin cream	1/4 t. cinnamon
¾ c. milk	14 t. nutmeg

Pastry

Mix sliced apples with ¼ c. sugar and spices; turn into pastry-lined pie tin and bake in hot oven (425° F.) for 15 minutes. Then reduce the heat to 325° F. and add the custard mixture made from the remaining ingredients, and bake 40 minutes, or until the mixture sets and is a delicate brown.

Spanish Wheat

	Philippin	
1	c. coarsely cracked or	1 small pepper, green
3	whole wheat	1/2 lb. chopped lean
4	slices bacon, or 1/5 lb.	meat
		2½ c. tomatoes
1	sweet nonner red	1 t solt

Mix the wheat with \(\frac{1}{4} \) c. cold water. Then add to 4 c. boiling salty water and cook until done.

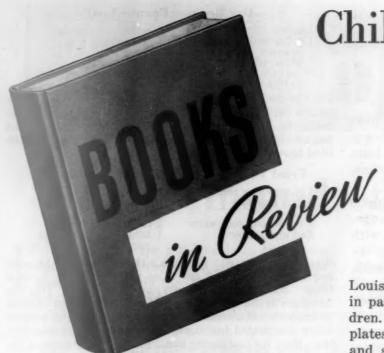
Cut the bacon into small pieces and fry in a heavy skillet over a slow fire. Add the chopped onions and peppers and cook until tender. Then add the meat and cook until it has a grayish color. Add the tomatoes and salt; place in a greased baking dish and cook in a slow oven for 45 minutes.

d

1

re

n-



Children's Books

for Christmas

MAY LAMBERTON BECKER

famous carols collected by Opal Wheeler and beautifully illustrated in color by Tenggren. Another book to be set to work before the twenty-fifth is A Child's Story of the Nativity, by

Louise Raymond, with Masha's lovable pictures in pastels and shining gold, for quite small children. The Christ Story, with Bible text and color plates by Everett Shinn, is for the whole family, and so is a large collection of tales from both Testaments with text and pictures by Dorothy and Nils Hogner, The Bible Story. For children able to read or willing to listen, the gentle First Christmas by Florida Glover comes with atmospheric drawings in color by Susanne Suba.

Last year a runaway success was made by The Tall Book of Mother Goose, with color plates by Rojankovsky. This year it is followed by The Tall Book of Nursery Tales. This brilliant artist made the poster for this year's Children's Spring Book Festival sponsored by the NEW YORK HER-ALD TRIBUNE—the color study of a little shaver in overalls, lost to the world in a pile of picture books, that you have no doubt seen in your own bookshop or public library. Folk tales in a good big collection make satisfactory holiday investments that last and satisfy many; this year we have several of value to older readers as well, such as The Jack Tales collected by Richard Chase in the Southern highlands: The Frenzied Prince, Padraic Colum's versions in singing English of the heroic romances of ancient Ireland; and Agnes Fisher's Once Upon a Time, folk tales of the United Nations.

li

R

to

in

th

P

an

tiz

we

fer

tha

tin

up

is t

thi

ALL THESE are well illustrated; so are two smaller but significant collections, Wanda Gag's own translation of Three Gay Tales from Grimm with her distinctive woodcuts, and Phyllis Fenner's bundle of stories about Giants and Witches and a Dragon or Two. Speaking of the latter, there is a really new tale about one, Marie Lawson's Dragon John, with her own drawings in color, and, as we have mentioned new stories about magic, make a note that James Thurber, in his first story for children, Many Moons, has struck

ROM the gay counters spread for Christmas with children's books, you would scarcely know there was a war on. The number, so far as I can estimate, seems about the same. Those for older children look noticeably smaller, so much so that inside their jackets are found explanations that there are as many words as ever and that the reduced size is "in accordance with paper conservation orders of the War Production Board." In my opinion, this is a much-needed improvement.

But such "war editions" affect small children's books comparatively little, and it is with these that this brief review is chiefly concerned. It is becoming harder each year to combine in a survey of this sort books for small readers and those for children over twelve; those for the latter have reached a stage of development that often makes it hard to tell whether some of them were meant for grown-ups or for an audience altogether juvenile. This too seems to me a matter for approval; it means that we are taking into account the fact that a mind in the teens is likely to be as bright as it ever will be and possibly more elastic than it will be later. The things the teen-age mind chiefly lacks are experience and information, and the best books for this age now give the adolescent reader lucid information in terms of his own experience.

Sing for Christmas is a large book that will last, and I suggest that you don't wait for the Christmas tree to put it to use. Christmas isn't what it should be unless it is heralded by home singing, and this is a collection of twenty-eight

Plan Now to observe Children's Book Week, November 14-20. This year's theme is "Build the Future with Books."

out a new line and shown true tenderness and understanding in an account of a little girl who wanted the moon to hold and actually got it. No less an artist than Sigrid Undset writes for children in this field this year: Sigurd and his Brave Companions is based on an old Norwegian tale.

On a folk tale, too, is based the d'Aulaires' latest picture-book, Don't Count Your Chickens, a contribution to the season's fun and good sense. Louis Slobodkin, who illustrated Many Moons, uses a more realistic technique in his pictures for the third of an immensely popular series by Eleanor Estes on the fortunes of the Moffat family; this one is Rufus M.

Do you need a quiet picture book for a small child's bedtime? Try Margaret Wise Brown's Child's Good Night Book, with Jean Charlot's pictures. Does he love puppies and want one? There is a Pekinese litter in Dorothy Lothrop's Puppies for Keeps that grows up under your eyes. Sixteen alluring cat pictures, ready for framing, are in a portfolio by Clare Turlay Newberry, Cats. A practical new book is Marjorie Flack's The New Pet, which by colored pictures and a very easy story shows a little brother and sister how to adapt themselves to a new baby. Do you like trick books? My present favorite is H. A. Rey's Where's My Baby? whose leaves fold over to show a new picture with the baby of the animal in the first one. Do you like history in pictures the best way to present it to children, by the way? Pegs of History, with text by Helen Dean Fish and full-page pictures by Rafaello Busoni, dramatizes the great events in the life of the world; and for our own country Robert Lawson's Watchwords of Liberty does a like service.

The accompanying list rounds up these and a few more outstanding new books. I am glad to find fun well represented all along the line, for that indicates that we have settled into our wartime stride and realize that children are seldom upset by changes unless their sense of security is upset. Any young child's book that strengthens this security is a book of definite value.

Some New Books for Children Under Twelve

with a few-as noted-for those rather older

For and About Christmas

Sing for Christmas. Opal Wheeler, compiler. Illustrated by Tenggren. Dutton; \$2.50.

Fine family collection of twenty-eight carols, with full-page pictures in color.

The Christ Story. New Testament text; illustrations in color by Everett Shinn. Winston; \$1.50.

The Bible Story. Dorothy Hogner. Illustrated by Nils Hogner. Oxford; \$2.50.

Stories from Old and New Testaments, with seventy full-page pictures.

The First Christmas. Florida R. Glover. Illustrated by Susanne Suba. Dutton; \$1.

Silent Night, Holy Night. Hertha Pauli. Illustrated by Fritz Kredel. Knopf; \$2.

Story of the famous hymn.

Christmas This Way. Catherine Beebe. Illustrated in color by Robb Beebe. Oxford; \$1.

Merry Christmas. Illustrated by Natasha Simkhovitch. Knopf; \$1.50.

Collection of good old favorite stories, songs, and verses.

Pictures of Distinction

Tall Book of Nursery Tales. Illustrated in color by Rojankovsky, Harper; \$1.

Puppies for Keeps. Story and pictures by Dorothy Lothrop. Macmillan: \$2.

Don't Count Your Chickens. Ingri and Edgar Parin d'Aulaire. Doubleday; \$2.50.

Cats. Clare Turlay Newberry. Portfolio of sixteen color studies. Harper; \$3.

The White Goose. Tasha Tudor. Oxford; \$1.

Little book of Victorian charm.

Many Moons. James Thurber. Illustrations by Louis Slobod-kin. Harcourt, Brace; \$2.

Thurber's first story for children; collector's item.

Pegs of History. Text by Helen Dean Fish; full-page pictures by Rafaello Busoni. Stokes; \$2.

The world's great events in stories and many large pictures. Watchwords of Liberty. Edited and illustrated by Robert Lawson. Little, Brown; \$2.

Famous sayings of our history, with spirited picture for each.

Stories and Pictures for Little Children

Child's Good Night Book. Margaret Wise Brown. Pictures by Jean Charlot. Scott; \$1.

Katy and the Big Snow. Virginia Lee Burton. Illustrated by the author. Houghton Mifflin; \$2.

By the winner of this year's Caldecott Prize.

Jamie and the Dump Truck. Eileen Johnston. Illustrated by Ora Brian Edwards. Harper; \$.85.

Where's My Baby? H. A. Rey. Houghton Mifflin; \$1. Pages fold over to reveal hidden baby animals.

At Our House. John G. McCullough. Pictures in color by Roger Duvoisin. Scott; \$1.25.

Alexander's House. Marjorie Knight. Pictures in color by Howard Simon. Dutton; \$1.75.

A popular little character.

Molly and the Tool Shed, Sally Scott. Illustrated by Ellen Segner. Harcourt, Brace; \$1.50.

Funny story for animal lovers.

Nipper the Little Bull Pup. Dorothy L. Hommedieu. Color pictures by Marguerite Kirmse. Lippincott; \$1.75.

Plenty of action in story and pictures.

Folk Tale Collections: lots of reading

Dragon John. Story and Pictures by Marie Lawson. Viking; \$1.50.

A new dragon tale.

Steamboat Bill. Irving Shapiro. Illustrated by Donald McKay. Messner; \$1.50.

Legendary American tall tale.

Thumbelina. Hans Christian Andersen. Illustrated by Oscar Fabres. Putnam; \$1.75.

New pictures for a classic.

The Little Angel. Alice Dalgliesh. Pictures in color by Katherine Milhaus. Scribner; \$2.

Story of old Rio.

(Continued on page 40)

d

9

's

ut

is

ck

943

SEARCHLIGHTS AND COMPASS POINTS

Our Main Line of Effort

ELIZABETH B. HILL

President, National Parent-Teacher Magazine

MERICA at war is an impressive spectacle. The streets are alive with military color and sound. Service flags light the windows. Young men and women, smartly uniformed, pass and repass each other on the sidewalks. Troop trains pause in the stations on their long journeys to nobody knows where, and the tanned faces and clear young eyes of soldiers crowd their windows. War workers, men and women, dressed in coveralls and wearing the badge of service, start for work every morning-or every afternoon, or every midnight—swinging their luncheon boxes, the light of a new purpose on their faces. Everybody's heart beats faster in wartime than anybody's heart could beat before. There is work to be done.

Yes, it is an impressive sight—so impressive that it is not to be wondered at, perhaps, that many of us tend to lose our hold on realities less dramatic. Some people are ready to maintain that it is impossible to turn from a glorious military parade, with bands playing and flags flying and every heart stirred by the marching manhood of a nation that has never known defeat, and face the drab routine of daily life with anything but a let-down feeling.

If this were true, it would be tragic. We must not forget that back of our freedom as a nation lies toil—hard, ceaseless, unremitting labor, both on the battle field and on the beleaguered home front. Our pioneer forefathers had no throbbing drums to thrill them as they went about opening the vast and perilous wilderness of the West. Their gallant wives saw no flags flying, even in the far distance, as they faced the gaunt prairie with their helpless children. They had not even a roof over their heads.

What Is Important?

LATELY we have all heard speakers mention the possible benefits that may emerge from this latest and mightiest war of the world; universal understanding and the brotherhood of man. We may well pray that these blessings will be ours. But perhaps it would not be amiss to add one more petition—that we may have and retain the grace to see our daily tasks as indispensable.

Parents and teachers especially have need of this particular grace, for their work is essentially and always the peaceful work of construction and reconstruction. True, they feel themselves called upon today, both individually and in their organizational capacity, to take full part in the war offensive that must precede the full realization of their goals. But this does not alter the fact that parent-teacher work is essentially the work of a builder; it consists of a patient, ceaseless, exact, and faithful laying of stone upon stone.

Is it not possible to respond just as eagerly to a constructive challenge as to a war challenge? Is there no lift of the heart, no thrill, to be found in the opportunity to provide for even one neglected boy or girl the food, the clothing, the opportunity, the education, the service that will build a man or a woman worthy of America's possessing? Is there no warming of the spirit, no urge to higher endeavor, in the realization that more than two and a half million men and women are ready to unite in making this dream come true for all America's children?

We all know the answer our Founders would have given to these questions. Surely our own, today, must be much the same. A nation has nothing to depend on but its children; and its children have nothing to depend on but the adults who guide them.

g

b

di

al

tr

8U

in

isc

bo

cal

lar

wi

COC

me

NATI

Problems of the Moment

We hear much nowadays of the difficulty of holding parent-teacher groups together because of transportation restrictions and the press of war work. But it is impossible not to wonder how the first parent-teacher leaders, who established this organization under almost every conceivable handicap, would have looked upon our complaints. "Where there's a will," our own grandmothers used to tell us, "there's a way."

This threadbare old saying, like many another, is perfectly true. Where there is a will, a way can be made. Parent-teacher groups must hold together in spite of the war, for their work is one of the sinews of the nation, and an important one.

Have our members dropped away into other kinds of war work, forgetting their parent-teacher

obligations? Then we must hold the remnant together by every means within our power, and go after our former members with every resource we have. We must make our programs arresting in their interest, surprising in their scope. If we make a ladder of our difficulties, we can climb higher than ever before. Most of the members who failed to enroll this year will return if they are confronted with that best of all arguments, an effective program that would be made more effective by their help.

Have our members, although they still attend the meetings, lost interest in everything outside the war effort? Then it's up to us to show them how every phase of parent-teacher work is directly related to the winning of the war and the establishment of a lasting peace. No parent or teacher can fail to perceive this relationship when it is clearly demonstrated. Nature itself is on our side in this argument; every parent believes in his child's worth to the nation, his importance to the future.

Has the local unit, in spite of all our efforts, shrunk to a mere handful of members? Then let us carry on with that handful even though there are only two people in it! Let us keep the torch of parent-teacher progress lighted, and sooner or later it will attract others. Two devoted parents can actually have a satisfying and fruitful conference on the problems of children if they are in earnest about wanting to. With the aid of Congress publications, the Magazine, recommended books, and our own ingenuity we can both improve our own stock of information and help our children—and the parent-teacher ideal will be kept alive in the community.

Is our home district an isolated one, so that transportation problems are really grave? But surely, though we may be prevented from attending regular meetings of the P.T.A., we are not isolated from everybody. There are a few neighbors who are also interested in P.T.A. work. We can meet with them, keeping in touch with the larger group by correspondence. Any local unit will be only too glad to extend whatever help and cooperation it can.

Have we had to curtail the number of regular meetings of our P.T.A.? Then let us pack every

meeting we have with all the meaning and value it will hold. We can do this by being constantly on the alert for new ideas; by keeping up with the trend of parent-teacher progress by reading faithfully the National Parent-Teacher and the National Congress Bulletin; by studying and using Congress publications; by making every meeting an experience to be remembered for its good cheer, its warm hospitality, and its stimulating discussions.

Are some of the teachers in the community losing interest in the P.T.A. now that there's a war on? Perhaps we have not brought our programs up to date. Teachers are men and women who must, in the nature of things, move with the times. If our parent-teacher programs and projects are planned to meet wartime needs, there is little danger that teachers will not be and remain interested. Many changes have had to be made in the school's own program because of the war, and obviously parent-teacher plans must take account of these changes.

Handle Your Handicaps

There can be little doubt that some of the difficulties experienced in parent-teacher work since the outbreak of war are due to the inevitable confusion that accompanies any sudden change of direction. It is scarcely to be wondered at that some of us floundered at first. Now, however, we have had time to get our bearings. We can look at the matter calmly and realize that, whatever the importance of the work we do in the war effort, no work can be more important than a sustained effort along regular parent-teacher lines.

Both the National Congress and the state organization stand ready at all times to give any local unit the help it needs to meet unusual or emergency situations. The services of these larger groups are planned expressly to meet the smaller unit's needs; the publications issued by them are prepared with those needs perpetually in mind.

Let's make the wartime situation a steppingstone rather than a block in the way of progress. Let's keep our enthusiasm at a high pitch. It won't be hard to do if we remember that it is our children we're working for.

THE BAXTERS ARE COMING AGAIN

That popular and well-remembered family, the Baxters, will soon return to the air in a continuation of the National Congress-NBC weekly radio series "The Family in War."

The Day......is Saturday, November 6
The Hour....is 1:30-1:45 Eastern War Time

Parent-teacher listening groups, as well as thousands of individual Baxter fans, will be on hand for the opening adventure of Marge and Bill and their three enterprising children, Janey, Bud, and Sandy. The "Voice of the P.T.A." will continue to interpret each dramatization. Remember the day—remember the hour—and remember the Baxters!

n

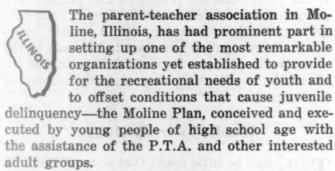
16

e.

er



Youth Combats Delinquency



Here's how the idea began: A courageous high school senior girl, after many frustrated attempts, finally succeeded in getting the attention of the Council of Associated Dads' Clubs of Moline, most of whose members are fathers of school children. Members of the parent-teacher association and a group of civic leaders who had already begun consideration of the problem were present at the meeting. The senior girl, Ruth Clifton, had planned her remarks systematically and well. "We know home town conditions better than adults do. . . . We don't like the sale of liquor to minors nor wide-open gambling. . . . We regard the increase in juvenile delinquency as a challenge that we accept. We have drawn up a plan. . . . We want to organize and govern ourselves. We want to handle our problem in our own way. If we're allowed to . . . you'll find you won't need any recourse to law." She then outlined the plan as she and her co-workers had set it up.

Her earnestness and her efficiency won the day. The plan was put into immediate execution. A sponsoring committee was appointed and a resolution adopted to provide a recreational center. A three-story building, property of the Unitarian Church, was selected. Two stories are occupied by the center, and it is hoped that the third floor will soon be available to Little Theater groups.

The sponsoring committee, with the help of the young people, cleaned and renovated the new

quarters. An artist of the town, assisted by high school students, painted mural panels of young people engaging in sports of various kinds—golf, swimming, tennis, skating, and bowling. Boys and girls also helped build tables and benches. Coke and ice cream bars were set up. Many interested citizens of Moline contributed such games as table tennis, checkers, shuffleboard, and anagrams. A juke box was brought in to take the place of an orchestra; the basement floor was waxed for dancing.

a

co

ha

pl

NATIO:

The youngsters pay twenty-five cents a year for dues. They are in full charge of the regulation and management, electing their own members to the house committee, formulating and enforcing rules of conduct, and penalizing offenders. The principal rules under which the club functions, none of which has ever been violated, are as follows:

No intoxicating beverages.

No rowdyism that disturbs others.

Minimum membership age, eighth-grade age

Membership limited to the youth of Moline. Only members and guests allowed within dancing and clubroom areas after 6 p.m. and on Sundays.

Each member limited to three guests.

All members responsible for conduct of their guests.

There is no maximum age limit except "the age of embarrassment," as someone aptly put it.

The club opened August 1. Hours are daily from 10 a.m. to 10 p.m., Fridays to 1 a.m., and Saturdays to 12 midnight. On Sundays the clubrooms are open from 1 p.m. to 10. There is an average daily attendance of six hundred.

ONE PAID employee is included in the program, a girl who dispenses food and soft drinks. Background guidance is furnished by an adult, Richard C. Dopp of the Fairbanks-Morse Company, who took a six months' leave of absence for the purpose. Mr. Dopp, whom the youngsters affection-

ately call "Pops," is already regarded as a confidant by most of them. The "Rek," as the club is called (short for Recreation) maintains harmonious relations with the Y.M.C.A. and the Y.W.C.A.; cooperative bowling leagues have been set up, and tournaments are held in the head-quarters of these organizations.

The whole town is heartily backing the new organization, as well it may. "Since the outbreak of the war," says Benjamin De Jaeger, Moline chief of police, "juvenile delinquency has increased 25 per cent in Moline, but since the opening of the Rek there has been a definite decrease." The chief commented on the total disappearance of wild drinking parties, of overloaded and speeding jalopies in Moline's streets at night. The Rek has more than a thousand members, and all members are accepted on probation. As yet no member has been rejected under this ruling, nor has any violation of the house rules made it necessary to expel any member.

Food at the Rek is served on paper plates; there are no dishes to wash. Candy and chewing gum are always available. Good food is furnished at cost; popcorn, peanuts, and potato chips are to be had as well as more substantial foods. The hamburger, that viand beloved of adolescence, is less plentiful than it was, owing to beef rationing, but it is all the more appreciated for that reason.

Many improvements have already been made in the rooms, and further improvements are expected. Red and white striped awnings and white Venetian blinds have been added. The basement has a fireplace, a lounge, and a game room. The first floor boasts a small dance floor, an ice cream bar, and the juke box; attractive booths line the walls. A bulletin board hangs on the wall, listing future events in the club and also displaying the photographs and letters of any members now in the armed services.

Needless to say, it is parents who are most enthusiastic about the Rek. It has taken an immense load from the minds of many of them. One mother telephoned the P.T.A. to express her gratitude, saying that her son considered the Rek "a high school boy's dream of a place to go." This boy's attitude is the general one among both young people and adults. It is thought that Moline's example will spread to other communities and that the next few months will see many replicas of the Rek organized in various regions of the United States. It is a project highly worth while for any community, and the cost is not prohibitive. In Moline, all the community organizations have cooperated in gathering contributions.

RETTA GLEICHMAN, President
Illinois Congress of
Parents and Teachers

SEPTEMBER BOARD MEETING

THE BOARD OF MANAGERS of the National Congress of Parents and Teachers, meeting at the Hotel Sherman in Chicago September 24 and 25, approached the wartime problems of American youth through a new and highly effective technique—a series of streamlined symposiums. The urgency of these problems, it was felt, more than justified the holding of the usual September meeting, but the Board felt a deep-laid responsibility, in view of the wartime transportation situation, to make every hour count in achievement and inspiration.

A spirit of great earnestness, therefore, was evident throughout the meeting. Board members, coming as they do from all sections of the United States, welcome any opportunity to share ideas and exchange experiences, and the new symposium technique afforded them this opportunity in a welcome and stimulating form. They took full advantage of it as well as of the exceptionally successful national chairmen's conference and state presidents' conference. No time was wasted. The dinner meeting, which took place in the Crystal Room on the first day of the conference, was devoted to an informative and constructive address by Rolf T. Harbo, of the United States Department of Justice, on "Child Delinquency, Its Causes and Remedies."

In all, five symposiums were held. The first dealt with "The Physical Well-Being of All Children." The second, third, and fourth followed up Mr. Harbo's address, considering what P.T.A.'s may do in the prevention and cure of juvenile delinquency (1) at home, (2) at school, and (3) in the community. The fifth and final symposium had the topic "We Look Ahead" and emphasized postwar planning.

Many urgent needs were brought out in the discussions. Clearer plans and more rapid progress in parent-teacher work to supply these needs may be expected as a result of this meeting, one of the most satisfactory in the history of the National Congress.

he

ily

ind

ub-

an

am,

ack-

ard

who

pur-

tion-

1943

The Family's Stake in Freedom

A parent education study course for individual parents and parent-teacher study groups.

Directed by RALPH H. OJEMANN

THIS OUTLINE IS BASED ON THE ARTICLE SHARING THE FAMILY TASKS. SEE PAGE 8.



Outstanding Points

I. The family at its best provides benefits to each of its members more freely and more effectively than does any other group. Since we cannot afford to accept benefits without showing appreciation, sharing in the daily routines and the occasional tasks of family life with the same enjoyment that attends

the sharing of benefits is perhaps the most effective way to express our appreciation.

II. War is increasing the number of tasks that will have to be done at home, and it is increasingly difficult to secure household help. This offers an exceptional opportunity for families to share in home tasks and responsibilities and to acquire a basis for learning to share in governmental and economic life. Even the younger children can help here.

III. Contrary to the once prevalent idea that teaching boys to do domestic tasks would injure their pride and social dignity, both boys and girls need to learn that any work that really needs to be done can be done by anybody without loss of dignity.

IV. Freedom from demands imposed by other people is the keynote to the child's acceptance of household tasks as a self-respecting, worth-while experience. The parents' attitude toward work and their manner of doing it is readily transferred to the child.

V. Normal children want to "help"; they want the feeling of being useful members of the family. Too often their attempts at helping are rejected rather than accepted with hospitality, appreciation, and intelligent guidance. As a result, children develop their own interests and occupations aside from the tasks and routines of family life.

VI. It is fathers and mothers who should take the lead in establishing the importance of sharing, so that no member of the family will be denied the satisfaction and development that comes from it. Children will always follow a cheerful example.

VII. Parents who enjoy martyrdom and express it by doing all the tasks of family life deprive their children of an important source of character development. Young children grow through sharing the family tasks wherever they can.

Questions to Promote Discussion

1. What are some of the home activities with which two-year-olds can help? Five-year-olds? Eight-year-olds?

2. If the parent takes the attitude "I worked hard when I was young and I don't want my children to be drudges," what effect will it have on the children's feeling of responsibility toward household tasks?

3. Should children be paid for doing tasks at home? Does a child have to be paid to get satisfaction from a job?

4. Sometimes children become very tired of the daily chores required of them. Can you make any suggestions that may help in this situation?

5. How can a child be made to feel that his work is needed and important and that it relates to his own comfort and growth?

6. Children in the Smith family are Fred, aged three years; Joan, aged nine years; and Larry, aged thirteen years. Recently the Smiths' maid went to work in a war factory and they have been unable to secure another. Can you plan how the children can share in the household tasks, so that Mrs. Smith may still have some free time and the children may feel proud of what they are doing?

a In le ta is hi re by th

for

ind

he

Qu

of a

chil

too

a pa Con

4. mak

that

cipli

tions

NATIO

7. It is easier for the parent to make the child's bed than for the child to do it. She also does a better job. Why, then, is it important for the child to make his own bed?

8. Mrs. Simpson says to her children: "I've got so much to do, if you don't help me I'll never get it finished." Mrs. Clark says: "We have a lot to do today, but if we all help it won't take us long to finish." In which family will the children be more willing to share the tasks? Why?

References

Dixon, C. Madeleine: Keep Them Human. New York: John Day Company, 1942. Chapters III, IV, and V.

Gruenberg, Sidonie M.: The Family in a World at War. New York: Harper and Brothers, 1942.

Pipel, C.: Training for Responsibility in the Home. New York: Child Study Association of America. January 1928.

Rockwood, Mrs. L. T.: Living Together in the Family. Washington, D.C.: American Home Economics Association, 1984.

Stoddard, G.: "The Family Habits of Work." National Parent-Teacher, March 1938, p. 10.

Swanson, Lydia V.: "Troubles and Teamwork." National Parent-Teacher, December 1938, p. 18.

Allen, Frederick H.: "The Family Takes the Job." National Parent-Teacher, September 1942, p. 40.

Osborne, Ernest G.: "The Family Council." National Parent-Teacher, September 1943, p 25.

Wolf, Anna W. M.: Our Children Face War. Boston: Houghton Mifflin Company, 1942.

Basic Training for the Toddler

A study course for parents of preschool children, for study groups, and for parent-teacher associations.

Directed by ETHEL KAWIN

THIS OUTLINE IS BASED ON THE ARTICLE FREEDOM AND DISCIPLINE IN THE EARLY YEARS. SEE PAGE 17



Outstanding Points

11

ich the

New

ork:

ning-

reni-

ional

tional

arent-

ough-

, 1943

I. Only a self-disciplined person can be truly free. A democracy must have self-disciplined citizens competent for freedom. The basic patterns of that competence are laid in early childhood.

Most parents and teachers are somewhat confused as to the place of freedom and discipline in the training of children. It is imperative that we clarify these vital con-

III. Freedom is obedience to self-formulated will. Discipline in its true sense implies winning a follower, or "disciple." We discipline a child in order that he may become a self-disciplined person, able to obey his self-formulated will. A sound balance of freedom and discipline a self-disciplined person with a balance of disciplined by the self-disciplined by th pline should be provided from early childhood to adult-

IV. Obedience should be required with regard to only a limited number of very important kinds of behavior. In other situations children should exercise freedom, learning from their own experiences and their own mis-

V. Very important in regard to discipline and freedom is the *relationship* of the adult and the child. The adult himself should be a well-adjusted person, sound in his relationships with others. In order to accept disciplining by an adult, a child must feel secure in the affection of that adult. He must always know that it is his behavior and not himself that the adult disapproves or rejects.

VI. There are four basic types of behavior situations through which children gradually pass from early childhood (in which adults assume direction and responsibility) to adulthood (in which the individual must accept complete responsibility for himself).

VII. Some situations of each type should be provided for every child at every age level, with freedom increasing as the child grows older. A safe general rule is that an individual is ready for that degree of freedom for which he is ready to accept the responsibility.

Questions to Promote Discussion

1. In what situations should obedience be demanded of a two-year-old; a three-year-old; a four-year-old; a five-year-old?

What are some of the wise methods of getting a child to conform? What are some undesirable methods too frequently used?

 Consider carefully the essential characteristics of a parent-child relationship in which the child feels secure. Consider the same for the teacher-pupil relationship.

4. How does one deal with a "disobedient" child to make him feel that it is his behavior and not himself that is disapproved or rejected by the adult who disciplinate him a property of the same of the control of the ciplines him?

5. What basic emotional difficulties in his family relationships may make for "disobedience"?

6. How does one determine an appropriate penalty for a specific act of disobedience?

7. Discuss a number of specific situations in which one might give freedom of choice to a two-year-old; a three-year-old; a four-year-old; and a five-year-old.

8. Discuss some of the phases of family planning and discussion in which a child of preschool age might participate.

9. What responsibilities should a child have learned to take by the time he enters kindergarten? By the time he enters the first grade?

References

Blatz, William E., and Bott, Helen: The Management of Young Children. New York: William Morrow, 1930.

This book is designed as a text for study groups. The authors have endeavored to outline underlying principles of the child-parent relationship.

Burgess, Helen Steers: Discipline: What Is It? New York: Child Study Association of America (221 West 57th Street).

A 20-page pamphlet (price 10 cents). A sensible, practical presentation of modern concepts of the disciplinary relationship between parents and young children.

Childhood Education, September 1943.

Entire issue devoted to "Discipline, What Does It Mean?"

Washburn, Ruth Wendell: Children Have Their Reasons. New York: Appleton-Century, 1942.

A wise and experienced psychologist discusses the insight needed for parents to understand the puzzling and irritat-ing behavior of their children.

Fisher, Dorothy Canfield: Fables for Parents. New York: Harcourt, Brace, 1937.

A collection of short stories concerned with the relation between children and their parents (and grandparents), reprinted from various magazines in which they first appeared.

Levy, Hohn, and Munroe, Ruth: The Happy Family. New York: Knopf, 1938.

A psychiatrist and his psychologist wife recognize that all children have difficulties and discuss every child's need for love and firmness.

Meyer, Adolf: Normal and Abnormal Repression. Progressive Education Association, Bulletin No. 13 (September 1922). Meyer, Adolf: "Freedom and Discipline." Progressive Education Magazine, September 1928, Vol. V, No. 3.

These two excellent articles are by the former chief of psychiatry of the Johns Hopkins Hospital, who is the dean of American psychiatry.

Ojemann, Ralph H.: "Punishments and Rewards in a Democratic Family." National Parent-Teacher, June 1942.

An excellent article by a specialist in parent education.

Staff of Institute of Child-Study, Parent Education Division, University of Toronto: Outlines for Parent Education Groups: Discipline. Toronto: Child Development Series #17. University of Toronto Press, 1940.

A 38-page pamphlet (price 75 cents) containing well-organized outlines and suggested readings for study groups wishing to make a thorough study of discipline.

Thom, Douglas A.: Child Management. Revised Edition. United States Children's Bureau, Washington, D.C.: U. S. Printing Office, 1937. Publication No. 143.

MOTION PICTURE PREVIEWS

HAT a friendly interest in the next-door neighbors is common to individuals and nations is shown by the ever-growing demand for motion pictures that tell the peoples of North and South America about one another.

In 1941 the Office of the Coordinator of Inter-American Affairs began the distribution of films to South America as part of the Good Neighbor policy. Last month some 110 different film subjects were distributed. Most of them were produced by the motion picture industry. The Army, the Navy, government agencies, commercial concerns and the CIAA produced the remainder.

The exchange of films is by no means a onesided enterprise; it is decidedly a cooperative one. A great many excellent films are now being sent by South America to North America. Most of them are documentary in form and will contribute much to our understanding of the people. Any organization wishing to show the films (they are free) may obtain a catalog by addressing the Coordinator of Inter-American Affairs, 448 Madison Avenue, New York 22, New York.

The following are some of the latest releases from South America:

- 1. Americans All. The young people of Latin America and their countries.
- 2. Colombia, the Cross Roads of America. A delightful pictorial story.
- 3. Down Where the North Begins. A story of Ecuador filmed in color.
- 4. Guatemala Sketch Book. A series of three films.
 - 5. Introduction to Haiti. Filmed in color.
- 6. South American Medley. Four separate subjects; Brazil, Buenos Aires, Montevideo, Colombia, and Venezuela.
- 7. South of the Border with Disney. Walt's travels in South America.
- 8. Our Neighbors Down the Road. An automobile trip over the Pan-American Highway.

Ten two-reel subjects now in production deal with Chile, Paraguay, Uruguay, Argentina, Peru, and Bolivia. These will contain a wealth of information about localities hitherto rather vague in the mind of the average United States citizen.

-RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES. MOTION PICTURE CHAIRMAN OF THE CALIFORNIA CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON PARVIS, REPORT CHAIRMAN

Fi net all; the nat ass

she Fri

Ad

Go

mal

scer Jun

almo

fortu

Frav Adul

Prin

with

inter

in No.

age, I

and or

films.

Rex I

Excell

Sherle William

atmos

manor daught

of this

Dennis

Entert

Cumm

musica

engage romand

used, a Grable,

Adulta

Amusi

NATION

JUNIOR MATINEE

(From 8 to 14 years)

As Thousands Cheer—Metro-Goldwyn-Mayer. Direction, George Sidney. Colorful, elaborately produced musical review, with many good specialty acts, highlighted by the excellent piano playing of José Iturbi and the delightful singing of Kathryn Grayson. Presented as a USO camp show, it has also an amusing romantic story that concerns itself with the Colonel's described as a correction of the control of the contro daughter and a somewhat resentful young draftee—one of a family of circus performers. Cast: Kathryn Grayson, Gene Kelly, Mary Astor, John Boles. Adults 14-18

Entertaining Entertaining Entertaining

The Adventures of a Rookie—R.K.O. Direction, Leslie Goodwins. This is the first of a series presenting Wally Brown and Alan Carney as a comedy team. They are cast as two dumb rookies with a propensity for trouble. It is a slapstick fare, with Army camp background and activities that seem authentic, and humor that (though obvious and robust) is laughprovoking. Cast: Wally Brown, Alan Carney, Richard Martin Morgeret Lendey. tin, Margaret Landry. Adults

14 - 18Diverting Amusing Amusing

The Good Fellows-Paramount. Direction, Lightly presented, unpretentious farce-comedy, which good-naturedly laughs at lodge affiliations and secret ceremonies. The story is of a small town fraternal order, known as the "Ancient Order of Noblest Romans" and of their leader—Caesar—the "Noblest Roman" of them all, who, in his civic zeal, neglects both business and family duties. Cast: Cecil Kellaway, Mabel Paige, Helen Walker, James Brown. 14-18 Adults

Amusing

So This Is Washington—R.K.O. Direction, Raymond McCarey. Amusing—if ridiculous and unpretentious—Lum and Abner comedy, with convincing Washington settings and some interesting views of the many activities of their "Jot 'Em Down" store in Arkansas. In response to their Government's call for inventions, Lum and Abner go to Washington with their latest—a sticky mass which they fondly believe to be synthetic rubber, but which, after many bewildering experiences, they find to be an ideal surface for landing fields. Cast: Chester Lauck, Norris Goff, Alan Mowbray, Mildred Coles. 14-18 Adults Amusing Amusing Amusing

Wintertime-20th Century-Fox. Direction, John Brahm. An entertaining musical comedy, with a trite romantic stor woven through striking snow scenes and delightful skating an dancing sequences. Sonja Henie's dancing is almost as notable as her skating. The beautiful winter scenes are excellently photographed, and the acting is pleasant, though not outstanding. A Canadian hotel manager is saved from bankruptcy by the arrival and assistance, both social and financial, of a wealthy Norwegian and his niece. Cast: Sonja Henie, Jack Oakie, Cesar Romero, Carole Landis. 14-18

Entertaining Entertaining

Entertaining

FAMILY

Corvette K-225—Universal. Direction, Richard Rosson. This story of naval warfare has been approved by the Royal Canadian Navy and was participated in by various units of the British and Dutch Navies. Although it lacks dramatic appeal, it is both entertaining and informative. Cast: Randolph Scott, James Brown, Ella Raines, Barry Fitzgerald.

Adults

8-14

Excellent Tense Excellent

First Comes Courage—Columbia. Direction, Dorothy Arzner. Tense drama of the Norwegian underground, made unusuner. Tense arama of the Norwegian underground, made unusually interesting by the excellent cast, who seem able to reflect the feelings of the brave, downtrodden Norwegian people. A native girl is scorned by her compatriots because of her constant association with a German officer. In reality she is a secret agent gathering vital information to pass on to the Commanded to layer. Cast: Merle Oberon, Rrien, Abarra, Carl France. she loves. Cast: Merle Oberon, Brian Aherne, Carl Esmond, Fritz Leiber.

14 - 188-14 Adults Good

Honeymoon Lodge—Universal. Direction, Edward Lilley. This slow-moving comedy, with a trite story, is enlivened by some good specialty acts. A couple on the verge of divorce make one last effort to rekindle the flame by returning to the scene of their courtship. Cast: David Bruce, Harriet Hilliard, knowlinear Michael Property. scene of their coursell.

June Vincent, Rod Cameron.

14-18

Fair Fair

Larceny with Music—Universal. Direction, Edward Lilley. Fair light entertainment, with bits of beautiful classical music almost lost among the many jazz numbers. The singing of Allan Jones and the lovely Kitty Carlisle highlight the picture. As a publicity stunt, the ex-racketeer owner of a night club (determined to avoid bankruptcy by fair means or foul) hires, as an entertainer, the fabricated missing heir to a nonexistent fortune. Cast: Alan Jones, Kitty Carlisle, Leo Carrillo, William Frawley.

14-18 Fair No

Princess O'Rourke-Warner Bros. Direction, Norman Krasna. Entertaining light social drama, well acted by a good cast, with a bit by Fala, the White House Scottie. Complications of international proportions threaten when a romance develops between a typical young American and a princess—a refugee in New York from a Nazi-occupied country. Cast: Olivia De Havilland, Robert Cummings, Charles Coburn, Jack Carson.

Adults 14-18 8-14 8-14 Good Mature

Schara-Columbia. Direction, Zoltan Korda. This is a story, without heroics or melodramatic horror, that tells of the courage, patience, and intelligence of that strange assortment of men, drawn from many nations and walks of life, who outfought and outwitted Rommel's Afrika Korps. One of the better war films. Cast: Humphrey Bogart, Bruce Bennett, Lloyd Bridges, Rex Ingram, J. Carrol Naish. Adults 14-18 8-14

Excellent Tense Good

Sherlock Holmes Faces Death—Universal. Direction, Roy William Neill. Floating fog, a storm, and a raven all lend atmosphere to the eerie happenings in an ancient English manor, where the descendants of the house—two sons and a daughter—reside. The well-developed murder mystery story and the usual excellent characterizations maintain the standard of this popular series. Cast: Basil Rathbone, Nigel Bruce, Dennis Hoey, Arthur Margetson.

Adults 8-14

Entertaining Entertaining

Sweet Rosie O'Grady—20th Century-Fox. Direction, Irving Cummings. Gay, rollicking comedy with many interludes of musical burlesque. A feud between the star of the show—engaged to marry a duke—and a persistent reporter ends in romance. Many songs of the pre-century period are effectively used, and costumes and settings add atmosphere. Cast: Betty Grable, Robert Young, Adolphe Menjou, Reginald Gardner. 14-18 Amusing Amusing Sophisticated

ADULTS

The Fallen Sparrow—R.K.O.-Radio. Direction, Richard Wallace. Involved but tense and interesting mystery melodrama with good acting and direction and effective photography and sound. The story—a psychological study of the effects of torture and suffering—concerns a war-shattered veteran returned to New York from the Spanish Revolution. Cast: Maureen O'Hara, John Garfield, Walter Slezak, Martha O'Driscoll. O'Driscoll.

14-18 No

Fired Wife—Universal. Direction, Charles Lamont. Sophisticated social farce with a "career versus marriage" theme, as applied to a young couple on their honeymoon. The continuous conflict and entanglements—which neither develop the characters nor aid the theme—are tiresome, and the slapstick humor seems out of place. The principals are an advertising man and a young woman. Cast: Diana Barrymore, Robert Paige, Louise Allbritten, Walter Abel.

Adults 14-18 Amusing Not recommended

Flesh and Fantasy—Universal. Direction, Julien Duvivier. A deep and absorbing psychological approach to a moot question—the power of occult suggestion upon the mind and life of an intelligent individual. The three slightly connected stories are told in episodes: the first, of the Mardi Gras and a girl hungering for romance; the second, of a successful attorney who scorns things occult and the tragic effect of a palmist's reading upon his life; the third, of a high-wire performer and of his struggle to regain his courage, shaken by a dream. Cast: Betty Field, Edward G. Robinson, Thomas Mitchell, Charles Bover. Barbara Stanwyck. Boyer, Barbara Stanwyck.
Adults

14-18 No Excellent Mature

Hostages—Paramount. Direction, Frank Tuttle. Excellently adapted and well-cast screen version of the novel of the same name by Stefen Heym. It is the powerful story of Czechoslovakian resistance to injustice and oppression. Graphically presented, with convincing sets and forceful direction. The action includes the killing of prisoners, sabotage, and the shooting by Nazi officers of their subordinates. Cast: Luise Rainer, Arturo de Cordova, Paul Lukas, William Bendix.

Adults

14-18

8-14

Interesting

Interesting Tense

The Seventh Victim—R.K.O.-Radio. Direction, Mark Robson. A sinister psychological drama based on the workings of a cult of devil-worshipers. The acting is restrained, although somewhat self-conscious at times, and production is fair. The story concerns a thrill-seeking young girl who becomes tragically finvolved with this cult. Cast: Tom Conway, Kim Hunter, Lord Brooks, Welly Brown. Jean Brooks, Wally Brown.

14-18 Adults Not recommended No

Tornado—Paramount. Direction, William Berke. Melodrama with stagy setting and a stock story that affords little opportunity to the actors. Some well-photographed underground and tornado scenes. Laid in southern Illinois, it tells of a young coal miner and his demanding, socially ambitious wife. Cast: Chester Morris, Nancy Kelly, William Henry, Gwenn Kenyon.

Kenyon.
Adults 14-18 Not recommended No

Johnny Come Lately—Cagney-U.A. Direction, William K. Howard. Louis Bromfield's novel McLeod's Folly is the basis of this story of political graft in a small midwestern town in the early 1900's. The two leads give excellent performances. Good direction blends melodrama and farce into good entertainment. Lovely photography and music. Cast: James Cagney, Grace George, Marjorie Main, Marjorie Lord.

Adults 14-18 8-14

Good Perhams

Perhaps No Good

My Kingdom for a Cook—Columbia. Direction, Richard Wallace. Well-presented light comedy with some delightful characterizations and an amusing story that gains nothing by the addition of a romance. A sharp-tongued English author, an epicure forced to leave his cook behind when he flies with his daughter to the United States, contrives to steal the cook of a contemporary woman writer. Cast: Charles Coburn, Marguerite Chapman, Bill Carter, Isobel Elson.

Adults

14-18

Amusing

Amusing Amusing

ng

ing

1943

MOTION PICTURES REVIEWED IN OCTOBER ISSUE

JUNIOR MATINEE (8 to 14 Years)

Frontier Bad Man.—A good Western.

Girl Crazy.—Typical Rooney and Garland musical.

Lassic Come Home.—Story of a boy and his dog.

True to Life.—Entertaining comedy-farce.

Shrine of Victory.—Excellent pictorial history of Greece.

Thank Your Lucky Stars.—Parade of stars in Variety Acts.

FAMILY

FAMILY

Destroyer.—Story of a ship from keel to battle.

Heaven Can Wait.—Sophisticated satirical farce.

Holy Matrimony.—Delightful social satire.

The Lady, Takes a Chance.—Amusing Jean Arthur comedy.

The Phantom of the Opera.—Operatic music and romance.

Salute to the Marines.—Colorful, realistic war drama.

Tartu.—Good story of sabotage in Czechoslovakia.

Young Ideas.—Sophisticated farce-comedy.

ADULT
The City That Stopped Hitler.—The stand of the Russians in Stalingrad. Realistic and outstanding.
Claudia.—An exceptional adaptation of the stage play.
The Man From Down Under.—A rather different war story.
For Whom the Bell Tolls.—A story of Spanish guerrillas.

Children's Books for Christmas

(Continued from page 31)

Sigurd and His Brave Companions. Sigrid Undset. Illustrated by Gunvor Bull Teilman. Knopf; \$2.

Thirteenth century adventure, based on Norse folk tale. Giants and Witches and a Dragon or Two. Compiled by Phyllis

Fenner. Pictures by Henry C. Pitz. Knopf; \$2.

Family Life in America

Rufus M. Eleanor Estes. Illustrated by Louis Slobodkin. Harcourt, Brace; \$2.

Midnight and Jeremiah. Sterling North. Pictures by Kurt Wiese, Winston; \$2.

Little chap in southern Indiana and his black lamb; by the author of "Greased Lightning."

The Open Gate. Kate Seredy. Illustrated by the author. Viking; \$2.50.

New York farm.

Missouri Canary. Phil Stong. Pictures by Kurt Wiese. Dodd-Mead: \$2.

Another good yarn by a famous team.

The New Pet. Story and Pictures by Marjorie Flack. Double-

Back to School With Betsy. Carolyn Haywood. Pictures by the author. Harcourt, Brace; \$2.

For easy reading.

My Favorite Age. Elizabeth Morrow. Pictures by Susanne Suba. Macmillan; \$2.

Stories of the favorite Tucker family.

Downtown. Maud Lovelace. Pictures by Lois Laski. Crowell;

Adventures of Betsy, Tracy, and Tib.

Two Logs Crossing. Walter D. Edmonds. Illustrated by Enid Kaufman. Dodd-Mead; \$2.50.

Another of his early American books.

Children Overseas

The Picts and the Martyrs. Arthur Ransome. Macmillan; \$2.50. An ever-welcome "Swallows and Amazons" story.

Mocha the Djuka. Frances Neilson. Illustrated by Avery Johnson. Dutton; \$2.

In Dutch Guiana.

Somi Builds a Church. Rafaello Busoni. Viking; \$2. Lapland.

Peachblossom. Eleanor Lattimore. Illustrated by the author. Harcourt, Brace; \$2.

The Water-Buffalo Children. Pearl Buck. Illustrated by William Arthur Smith. Day; \$1.50.

The Tangled Web. Estelle Urbahns. Illustrated by Frank Lieberman. Dutton; \$2.

Three stories of China.

Contributors

LYLE W. ASHBY, nationally known as assistant director of the Division of Publications of the National Education Association, contributes frequently to leading educational journals. His name has long been familiar to readers of the National Parent-Teacher, who look forward to reading his sound and forward-looking ideas and opinions in his special field of interest, school education.

DOROTHY W. BARUCH, professor of education and director of preschool activities at the Broadoaks School of Education, Whittier College, Pasadena, California, is the author of many widely known books for children. More recently she has published You, Your Children, and War, a book for parents that has already won a place among the most popular and valuable of its kind.

DE

MARTHA W. BUTTRILL is Extension Nutritionist at Winthrop College, South Carolina. This college, together with Clemson Agricultural College of South Carolina. cooperates with the state and Federal departments of agriculture and home economics. Miss Buttrill's work in nutrition has given significant aid to the national war effort on the home front.

ROBERT P. TRISTRAM COFFIN has made his name a household word in America by his sensitive and eloquent poems, stories, and essays. Dr. Coffin, a Pulitzer Prize winner, lives in Brunswick, Maine, and teaches English in Bowdoin College. His stories of children, which appear frequently in these pages, are notable for the same classic simplicity and beauty that mark his lyric poetry.

ETHEL KAWIN, director of guidance in the public schools of Glencoe, Illinois, is the author of several standard books on child guidance and of many articles in the same field, a number of which have appeared in the National Parent-Teacher. She is well known also as a lecturer at the University of Chicago. Prominent in education and civic affairs, Miss Kawin bases her writings about children on extensive and varied experience.

GERTRUDE LAWS is director of education for women at the Pasadena Public Schools. A teacher of many years' experience, an administrator of note, and a distinguished writer and counselor on the problem of parent education, Dr. Laws has always maintained close relationships with the parent-teacher organization. She is a frequent contributor to this magazine.

HARRIET MONTAGUE is the able associate editor of the Volta Review, official organ of the Volta Bureau, a philanthropic center for the increase and diffusion of knowledge relating to deafness. Miss Montague, where writes so well and sympathetically of the problems deaf children, maintains close and direct touch with the parents of children served by the Bureau.

Bonaro W. Overstreet, who gave us last year "Quality People for a Free Society" and is following in up this year with "War Comes to Liberty Hill," is so well known to all our readers that her name is sufficie introduction. Mrs. Overstreet is also a distinguished poet and a popular lecturer.